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ABSTRACT

This document contains 3 years of factual profile information on the entire Georgia public school work force and forms the contextual framework upon which the complexities affecting teacher supply and demand can be applied and statistically analyzed. Data were aggregated by state totals, by each school year, by field and subject area categories, by gender and age, by years of state experience, and by the individual certification status used for salary purposes. The data are presented and analyzed under four headings: Georgia public school personnel, Georgia public school attrition, Georgia's demographic regions, and certification in Georgia. Descriptive statistics are presented in the form of tables, charts, and narratives. The statistics were compiled to help state planners and administrators address such problems as an aging teaching force, early attrition, and regional teacher shortages in critical academic fields coupled with declining numbers of newly graduated teachers both in Georgia and nationally. (JD)

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PROFILE OF
GEORGIA PUBLIC SCHOOL PERSONNEL
1985-1988

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TABLE OF CONTENTS

Introduction i

Chapter 1: Georgia Public School Personnel 1
  National Perspective 1
  Georgia Personnel 4
    Number 4
    Gender 8
    Age 14
    State Experience 29

Chapter 2: Georgia Public School Attrition 45
  National Perspective 45
  Georgia Attrition 48
    Number 48
    Gender 51
    Age 53
    State Experience 55
    Classification 58
    Replacement Personnel 70

Chapter 3: Georgia's Geographic Regions 77
    Number 79
    Gender 80
    Age 85
    State Experience 90
    New Personnel by Region 96
    Attrition by Region 97
    Regional Certificate Distribution 98

Chapter 4: Certification in Georgia 99
  Historical Context 99
  Georgia Certificates: An Overview 101
    Classification: Types, Levels, Fields, Titles 102
    Performance-Based Certificates 112
    Life Professional Certificates 113
    Critical Fields 116
    Teaching Certificates 117
    Service Certificates 119
    Leadership Certificates 121

References 125

Figures

1. Total Work Force, 1986 7
2. Total Work Force, 1987 7
3. Total Work Force, 1988 7
4. Total Work Force by Gender, 1986 9
5. Total Work Force by Gender, 1987 9
6. Total Work Force by Gender, 1988 9
7. Administration, 1985-1988 13
8. Principals and Assistant Principals, 1985-1988 13
9. Total Work Force Age, 1985-1988 15
10. Work Force Age, 1988 16
11. Teacher Age, 1986 18
12. Teacher Age, 1987 18
13. Teacher Age, 1988 18
14. Administration Age, 1986 19
15. Administration Age, 1987 19
16. Administration Age, 1988 19
17. Principal and Assistant Principal Age, 1986 20
18. Principal and Assistant Principal Age, 1987 20
19. Principal and Assistant Principal Age, 1988 20
20. Male Age, 1985-1988 21
21. Female Age, 1985-1988 21
22. Total Work Force Experience, 1985-1988 31
23. Work Force Experience, 1988 31
24. Teacher Experience, 1986 34
25. Teacher Experience, 1987 34
26. Teacher Experience, 1988 34
27. Administration Experience, 1986 35
28. Administration Experience, 1987 35
29. Administration Experience, 1988 35
30. Principal and Assistant Principal Experience, 1986 36
31. Principal and Assistant Principal Experience, 1987 36
32. Principal and Assistant Principal Experience, 1988 36
33. Male Experience, 1985-1988 37
34. Female Experience, 1985-1988 37
35. Reentrants, 1986, 1987, 1988 50
36. Attrition by Gender, 1986 to 1987 51
37. Attrition by Gender, 1987 to 1988 51
38. Attrition by Age, 1986 to 1987 53
39. Attrition by Age, 1987 to 1988 53
40. Attrition by State Experience, 1986 to 1987 55
41. Attrition by State Experience, 1987 to 1988 56
42. Attrition for Elementary Teachers, 1986-87, 1987-88 58
43. Attrition for Secondary Teachers, 1986 to 1987 61
44. Age of New Personnel, 1985-1988 74
45. Age, North Region, 1985-1988 85
46. Age, North Central Region, 1985-1988 86
47. Age, Central Region, 1985-1988 87
48. Age, Southwest Region, 1985-1988 88
49. Age, Southeast Region, 1985-1988 89
50. Experience, North Region, 1985-1988 90

51. Experience, North Central Region, 1985-1988 91
52. Experience, Central Region, 1985-1988 92
53. Experience, Southwest Region, 1985-1988 93
54. Experience, Southeast Region, 1985-1988 94
55. Performanced-Based Certificates 112
56. Life Certificates 115

Tables

I. Georgia Public School Personnel 5
II. Total Work Force Growth 6
III. Georgia Public School Personnel Distribution 6
IV. Personnel Classification by Gender 9
V. Personnel Classification by Gender 10
VI. Teacher Classification by Gender 11
VII. Principals/Assistant Principals by Gender 12
VIII. Mean Age 14
IX. Range Distribution of Age 15
X. Personnel Classification by Age 17
XI. Total Personnel by Gender and Age 21
XII. Systems Ranked by Mean Age, 1985-86 23
XIII. Systems Ranked by Mean Age, 1986-87 25
XIV. Systems Ranked by Mean Age, 1987-88 27
XV. State Experience, Mean Number of Years 29
XVI. Range Distribution of State Experience 30
XVII. Personnel Classification by State Experience 33
XVIII. Systems Ranked by Mean Experience, 1985-86 39
XIX. Systems Ranked by Mean Experience, 1986-87 41
XX. Systems Ranked by Mean Experience, 1987-88 43
XXI. Total Work Force Attrition, 1986 to 1987 49
XXII. Total Work Force Attrition, 1987 to 1988 49
XXIII. Attrition Classification by Gender 52
XXIV. Attrition Classification by Age, 1986 to 1987 54
XXV. Attrition Classification by Age, 1987 to 1988 54
XXVI. Attrition Classification by Experience, 1986-87 ... 57
XXVII. Attrition Classification by Experience, 1987-88 ... 57
XXVIII. Attrition of Regular Kindergarten and Elementary Classroom Teachers, 1986 to 1987 59
XXIX. Attrition of Regular Kindergarten and Elementary Classroom Teachers, 1987 to 1988 60
XXX. Attrition of Secondary Classroom Teachers, 1986 to 1987 62
XXXI. Attrition of Secondary Classroom Teachers, 1987 to 1988 62
XXXII. Attrition of Vocational Education Teachers, 1986 to 1987 63
XXXIII. Attrition of Vocational Education Teachers, 1987 to 1988 63
XXXIV. Attrition of Special Education Teachers, 1986 to 1987 64
XXXV. Attrition of Special Education Teachers, 1987 to 1988 65
XXXVI. Attrition of Student Services Personnel, 1986 to 1987 66
XXXVII. Attrition of Student Services Personnel, 1987 to 1988 66
XXXVIII. Attrition of Administrative and Supervisory Personnel, 1986 to 1987 67

XXXIX. Attrition of Administrative and Supervisory Personnel, 1987 to 1988 68
XL. New Personnel Classification by Gender 73
XLI. Range Distribution of New Personnel by Age 74
XLII. New Personnel by Classification 75
XLIII. New Personnel Certificate Distribution 75
XLIV. Systems Ranked by Mean Percentage of New Personnel 76
XLV. Personnel Classification by Gender, North Region 80
XLVI. Personnel Classification by Gender, North Central Region 81
XLVII. Personnel Classification by Gender, Central Region 82
XLVIII. Personnel Classification by Gender, Southwest Region 83
XLIX. Personnel Classification by Gender, Southeast Region 84
L. Range Distribution of Age, North Region 85
LI. Range Distribution of Age, North Central Region ... 86
LII. Range Distribution of Age, Central Region 87
LIII. Range Distribution of Age, Southwest Region 88
LIV. Range Distribution of Age, Southeast Region 89
LV. Range Distribution of State Experience, North Region 90
LVI. Range Distribution of State Experience, North Central Region 91
LVII. Range Distribution of State Experience, Central Region 92
LVIII. Range Distribution of State Experience, Southwest Region 93
LIX. Range Distribution of State Experience, Southeast Region 94
LX. Age by Region 95
LXI. Experience by Region 95
LXII. Regional Work Force Summary by Age and Gender 96
LXIII. New Personnel by Region 96
LXIV. Attrition by Region, 1986 to 1987 97
LXV. Attrition by Region, 1987 to 1988 97
LXVI. Regional Certificate Distribution 98
LXVII. Total Work Force by Certificate Type 103
LXVIII. Certificate Distribution 104
LXIX. Life Certificates 114
LXX. Life Certificates by Region 115
LXXI. Teaching Certificates 117
LXXII. Service Certificates 119
LXXIII. Leadership Certificates 121
LXXIV. Life Certificates, Teaching 123
LXXV. Life Certificates, Service 123
LXXVI. Life Certificates, Leadership 124

INTRODUCTION

One of the principal aspects of Georgia's QBE legislation is accountability--including the development of practical and fair procedures to assure policymakers and taxpayers that education reforms are working and worth the price. Nationwide, more than 700 state statutes affecting some aspect of the teaching profession were enacted between 1984 and 1986. Although nearly every state reform of the 1980s has included, to some extent, provisions to make public education more accountable and thus more oriented toward visible results, massive statewide mechanisms for measuring and evaluating similarly situated schools and systems along a variety of dimensions are still in the developmental stages. In fact, accurate baseline data on the educational work force, either at the local or the state level, are rarely compiled and made accessible to policymakers and other professionals interested in planning for the future.

Still, a wealth of unbiased and accurate information about education has been a valuable, if unintended, consequence of the education reform movement. The need for valid, reliable, and comparable education data has been the impetus for many states, including Georgia, to begin development of comprehensive data profiles which contain descriptive characteristics of all teachers, administrators, and other professional personnel. The diverse uses to which these data eventually will be applied require that they be retrievable in precisely defined units--an immense and complex design challenge when launched on a large scale.

Once assembled, this statewide profile information forms a foundation which can be merged with other educational and socioeconomic indicators, allowing policymakers, teaching professionals, school administrators, and the public to make comparative judgments and even informed predictions about practical and qualitative issues in our schools. In addition, the enhanced ability to conduct meaningful discussions and to plan strategically for expected growth and/or decline can greatly assist educators and policymakers in anticipating problems as well as future opportunities. Ultimately, the broad objectives of providing the best possible combination of qualified professional staff and contemporary learning materials to all Georgia students, regardless of economic situation or geographic location, may be better realized. However, it is important to be aware of the pitfalls inherent in the unwieldy undertaking of creating such a multi-faceted database for the combined purposes of research and policy planning. For example, statistical components such as indicators and groupings of professionals and schools by type and/or location must be carefully defined. Working definitions must be applied consistently and as fairly as possible to avoid biased results or conclusions.

Indicators may be described as statistics about the educational system that are associated with educational outcomes or with possible outcome-related processes. Examples of indicators directly associated with outcomes include achievement test scores and dropout rates; indicators associated with processes include per-student educational expenditures and pupil-teacher ratios. However, many policymakers and practitioners are cautious about making generalizations regarding relative success or failure by looking at these indicators in isolation, i.e., comparing the average test scores of one school or system with those of another school or system. A variety of demographic variables interact to affect students' academic achievement; understanding the differences among young people and designing educational practices accordingly is our best assurance of good educational results for all students.

Many of the new policies enacted through QBE address the qualitative effects of professional enhancement and incentive factors such as improved teacher salaries (more comparable with industry), the design and implementation of a workable and meaningful career ladder, and performance evaluation and assessment for education professionals at all levels. However, without comparison to valid and reliable time series data on the educational work force as a whole, it is difficult to establish whether these improvements do actually improve the quality of either the profession or of education. With baseline data comparisons and analyses, these improvements can begin to reflect the effects of various trends such as changing teacher supply and demand ratios on the quality of the teaching and administrative work force. The relationship between the supply of teachers produced and the demand for teachers in the local schools provides a significant and useful context within which quality improvements can occur.

An oversupply of teachers seeking employment allows school districts to be selective in hiring new teachers and permits states to be relatively stringent in setting quality standards. While this does not affect directly the overall quality of the existing teaching force, it affects new teachers brought into the work force and allows the issue of quality to come to the forefront in educational policy deliberations. A shortage of qualified teachers relative to specific job openings may have the opposite effect and can put a strain on quality initiatives. The oft-quoted educator and researcher John Goodlad speaks to this dilemma:

> It is difficult to stir up much interest in improving teacher (quality) when there is an undersupply of teachers. Even the existing requirements are tossed aside in the urgent need to staff classrooms. By the time we get around to realizing that the previous shortage has been met and begin to turn our thoughts to questions of

> quality, the shortages begin to appear once again and we lose the opportunity an oversupply provides (Goodlad, 1982).

Despite the rush of media attention given to the teacher shortage in the past few years, data on the subject are so inadequate that a recent report by the National Academy of Sciences calls it the "statistical dark." According to expert estimates, more than half of the states collect some kind of data on teacher supply and demand, but less than a dozen conduct any sophisticated analyses.

With these issues in mind, the Professional Standards Commission has undertaken a massive longitudinal study of the entire educational work force in Georgia. The ultimate objectives of this long-term venture are at least three-fold: first, to establish an accurate and reliable year-by-year database on all public school educational personnel--time series data which are of fundamental importance for monitoring and projecting supply and demand. The second objective is to analyze and report this profile information as it relates to supply and demand. Trends and cycles will be identified as well as actual and potential imbalances in the supply and demand for teachers and other educational professionals in the State. Thus, it will be possible to apply pertinent educational indicators and various demographic and socioeconomic variables to the time series database and relate the findings/trends to the larger issue of teacher quality. The final objective is to make recommendations concerning the standards and procedures for the preparation, certification, and certificate renewal of educational personnel.

Georgia has a unique resource which contains reliable data on characteristics of the educational work force. This foundation will allow for comparisons with data gathered in future years and, thereby, provide essential information for decision making. Policymakers and school administrators will have information on the numbers of certified or probationary/uncertified personnel as well as information on possible teacher misassignment. Background information on both in-state and out-of-state sources of new and returning teachers and data on the effects of teacher migration and attrition on estimates of supply and teacher quality also will be available. A variety of sophisticated analyses can then be applied to the established database; for example, it will be possible to incorporate improved indicators of teacher quality with an advanced understanding of how market forces affect teachers' mobility. More detailed information regarding related policy questions such as the following can be compiled:

- What are the projected school enrollments for the next five years?
- How many teachers will be needed within the next five to ten years?

- How does the State define "shortage"?
- What is the level of preparation and experience of our current teaching and administrative work force?
- How does the State reach agreement about what constitutes qualifications to teach?
- What are the projected demands for teacher education graduates?
- How many new graduates will be certified to teach within the next five years?
- Are the patterns of teacher attrition, migration, and retention detrimental to the maintenance of an effective teaching force?
- What are the policy conditions and initiatives influencing teacher supply and demand?

Enhanced information and improved monitors of these and other critical aspects of teacher supply and demand may serve as additional tools to better equip educational policymakers as they deal with the complex policy dynamics of school reform.

This report represents the culmination of the first major component of the longitudinal study outlined above. It contains three years of factual profile information on the entire Georgia public school work force and forms the contextual framework upon which the myriad complexities affecting teacher supply and demand can be applied and statistically analyzed. All data were provided by the Georgia Department of Education (Certified Personnel Information Reports/Certification Files, 1985-1988). The Social Security number is the common denominator for generating, tracking, and analyzing supply and demand data. Data were aggregated by State totals, by each school year, by field and subject area categories (professional code), by gender, by age, by years of State experience, and by the individual certification status used for salary purposes. The data were grouped by the five geographic regions of the State of Georgia--North, North Central, Central, Southwest, and Southeast (University of Georgia Cooperative Extension Service format). Additionally, preliminary analysis has been included which provides summary information on mean age and mean State experience by school systems and attrition and migration patterns of educational personnel in Georgia.

CHAPTER 1: GEORGIA PUBLIC SCHOOL PERSONNEL

NATIONAL PERSPECTIVE

The ability to monitor and project school **enrollments**--on a yearly basis as well as incrementally--is central to the development of accurate estimates of the need for educational personnel at various levels and in various subject areas. State planners make use of national estimates provided by the National Center for Education Statistics (NCES), housed in the U.S. Department of Education, Office of Educational Research and Improvement, as supplemental to state-level enrollment figures and trends.

The National Center projects continued rising enrollments in public elementary and secondary schools into the 1990s. According to NCES, "the primary reason is the rising number of annual births since 1977--referred to as the baby-boom echo. This surge of births will cause increases in the preprimary and 5- to 17-year-old populations over the next 10 years....The resulting enrollment boom will approach, but not reach, the peak attained in 1971" (NCES, September 1988). The following information illustrates this trend and is the most recent "Targeted Forecast" (April, 1989) of "Elementary and Secondary Enrollment: Fall 1987 to Fall 1993" as released by NCES:

> The National Center for Education Statistics (NCES) projects that total elementary and secondary enrollment will be 45.6 million in fall 1989. There were an estimated 45.4 million students enrolled in 1988.
>
> Enrollment in kindergarten (K) through grade 8 is expected to increase from 32.4 million in 1988 to 32.9 million in 1989, an increase of 1.5 percent. In contrast, enrollment in grades 9-12 will continue to decline. This number is expected to decrease from 13.0 million in 1988 to 12.7 million in 1989, a drop of 2.6 percent.
>
> Enrollment in public schools is projected to be 40.3 million in 1989. Private school enrollment is expected to be about 5.3 million in 1989.

> In the next five years (1989 through 1993), total fall enrollment in elementary and secondary schools is projected to rise from 45.6 million in 1989 to 48.0 million in 1993. Annual increases during this period reflect the growth in the 5- to 17-year-old population.
>
> During the 1989 to 1993 period, elementary enrollment is expected to rise steadily, while secondary enrollment is expected to reverse its decline midway through the period. Enrollment in grades K-8 is projected to increase from 32.9 million in 1989 to 34.8 million in 1993, an increase of 5.7 percent.
>
> Enrollment in grades 9-12 is projected to decrease from 12.7 million in 1989 to 12.6 million in 1990. This trend is expected to reverse in 1991 and climb to 13.2 million in 1993, an increase of 5.1 percent from 1990.
>
> Increases are projected for both public and private schools. Public school enrollment is projected to increase from 40.3 million in 1989 to 42.5 million in 1993, while private school enrollment is expected to rise from 5.3 million to 5.6 million over the same period.

Georgia's total population grew by 17 percent from 1980-1988, from 5,463,105 in 1980 to 6,398,524 in 1988. Population projections estimate a total of 6,630,420 by 1990, 7,204,107 by 1995, and 7,780,422 by the year 2000. Projections for people between the ages of 0 and 19 indicate that by 1990 this age group may reach a total of 2,042,618; by 1995, 2,146,544, and by the year 2000, 2,256,794 (Office of Planning and Budget, Atlanta, 1988).

Georgia's total public school enrollment for the 1985-86 school year was 1,123,171; for 1986-87, 1,143,879; and for 1987-88, 1,160,501. Enrollment in kindergarten (K) through grade 7 in Georgia increased from 707,254 in 1985-86 to 727,653 in 1986-87 (an increase of 20,399 students or 2.9 percent). In 1987-88, K-7 enrollment was 750,316 (an increase of 22,663 students or 3.1 percent). In contrast, enrollment in grades 8-12 increased only slightly (299 students) from 1985-86 (415,857 students) to 1986-87 (416,156 students) and decreased in 1987-88 to 410,139 students (a decrease of 6,017 students). This downward trend in secondary school enrollment in Georgia reflects a similar national trend.

Nationally, in 1987-88, the estimated **number** of total instructional staff members in public elementary and secondary schools (classroom teachers, non-supervisory instructional staff, and principals and supervisors) was 2,589,148 (NEA, 1988). This 1987-88 total included 2,275,209 total classroom teachers, 142,907 principals and supervisors, and 171,032 non-supervisory instructional staff.

According to the most recent study of public school teachers in the United States (The Carnegie Foundation for the Advancement of Teaching, 1987 National Survey of Public School Teachers, 1988), approximately 75,000 more teachers were employed in the public schools in 1987-88 than in the 1980-81 school year (a 3.4 percent increase in four years). Ten states employ more than half of the nation's teachers: California, Texas, New York, Pennsylvania, Illinois, Ohio, Florida, Michigan, New Jersey, and Virginia (Carnegie Foundation, 1988).

The Carnegie Foundation reports that the number of public elementary teachers stood at 1,295,117 in 1987-88, compared with 1,197,391 in 1980-81 (NEA, 1988). The number of public secondary teachers declined about 3 percent during the first half of the decade but has made a small recovery since then. In 1987-88, there were 980,092 secondary teachers, a drop of 2.3 percent since 1980-81. States which reported large increases in elementary teachers (New Mexico, Louisiana, Michigan, Montana, and Wyoming, among others) also reported the sharpest declines in the number of secondary teachers (Carnegie, 1988). Five states showed the largest increase in secondary teachers: Alaska (52.8 percent), Texas (22.9 percent), Hawaii (22.0 percent), North Carolina (19.9 percent), and Florida (16.6 percent) (Carnegie, 1988, NEA, 1988).

The National Center for Education Statistics (NCES) forecasts an increase of 1.9 percent more teachers for fall 1989 than in 1988. According to NCES, "the number of teachers will increase from the estimated 2.296 million last fall [1988] to 2.340 million teachers in 1989" (NCES, April 1989). The five-year outlook for the number of public school teachers in the United States as estimated by NCES follows:

> NCES forecasts that the number of public elementary school teachers will increase throughout the period, 1989 to 1993, reflecting the rising number of public elementary school pupils.
>
> The number of public secondary school teachers, which had been increasing since 1983, is projected to level off through 1990. After this, the number of secondary school teachers is expected to increase again, as will the number of public secondary students.

FORECAST

Public elementary and secondary school teachers, with forecasts: Fall 1987 to Fall 1993

		Public School Teachers		
Status of data	Year	Total	Elementary	Secondary
Actual	1987	2,278,813	1,297,169	981,644
Estimate	1988	2,296,181	1,296,212	999,969
Forecast	1989	2,340,000	1,336,000	1,003,000
	1990	2,367,000	1,365,000	1,001,000
	1991	2,388,000	1,381,000	1,007,000
	1992	2,420,000	1,395,000	1,025,000
	1993	2,459,000	1,415,000	1,043,000

Note: These forecasts were prepared February 1989.
Details may not add to totals due to rounding.

(NCES, April 1989)

GEORGIA PERSONNEL

Number

The total numbers of **Georgia public school personnel** by fields for the 1985-86, 1986-87,and 1987-88 school years are presented in Table I.

Table I

Georgia Public School Personnel

	1985-86	1986-87	1987-88
TEACHERS			
Kindergarten	3,768	4,040	4,266
Elementary Instructional Specialists	1,492	1,880	2,409
Elementary	26,563	29,157	28,761
* Secondary	16,722	15,031	15,379
** Vocational	4,274	2,967	4,318
Special Education	7,847	7,348	7,692
Subtotals:	60,666	60,423	62,825
STUDENT SERVICES			
Elementary Counselors	262	287	356
Secondary Counselors	1,004	1,009	1,006
School Psychologists	168	182	196
School Psychometrists	211	185	183
Visiting Teachers	203	199	199
Other Student Services Personnel	151	148	148
Subtotals:	1,999	2,010	2,088
ADMINISTRATIVE/SUPERVISORY			
Principals	1,779	1,770	1,752
Assistant Principals	1,022	1,209	1,365
Librarians	1,883	1,924	1,923
Curriculum Specialists	206	198	220
Directors of Curriculum/Instruction	358	330	312
Community School Coordinator	24	23	25
Plant/Maintenance	21	29	29
Transportation	30	33	35
Food Service Administrator	122	134	147
Instructional Supervisor	291	365	354
Finance and Business	41	43	49
Planning and Evaluation	45	53	50
Directors, Community School Programs	6	7	9
Dep,Assoc,Asst,Area Superintendents	104	126	135
Special Education Directors	159	151	159
Special Education Consultants	122	116	114
Kindergarten Directors	5	5	4
Kindergarten Consultants	2	0	0
Other Certified Personnel	517	516	409
Subtotals:	6,737	7,032	7,091
SUPERINTENDENTS	187	186	186
RESA DIRECTORS	16	16	16
MISSING CASES (by Prof Code)	44	19	20
WORK FORCE TOTAL	69,649	69,686	72,226

* In 1986-87 and 1987-88, DOE procedures obscured secondary/vocational codes.

** Reflects the creation of the Board of Post-Secondary Vocational Education.

The overall growth rate for the entire work force from 1985-86 to 1986-87 was insignificant (37 positions). However, a slight growth rate (1 percent) occurred from 1986-87 to 1987-88 (2,540 positions).

Table II

Total Work Force Growth

YEAR	ADDITIONAL PERSONNEL	ATTRITION	TOTAL NEED
1985-86 to 1986-87	37	5,468 (8%)	5,505
1986-87 to 1987-88	2,540	4,477 (6%)	7,017

Notable, however, are the relatively consistent proportions of teachers, student service personnel, and principals/assistant principals within the total work force for each year. For the past three years, classroom teachers have constituted 87 percent of the total public school work force in Georgia. In 1985-86, classroom teachers numbered 60,666 (87 percent); in 1986-87, 60,423 (87 percent); and in 1987-88, 62,825 (87 percent). While the number of principals decreased slightly (27 positions) from 1985-86 to 1987-88, the assistant principals increased in number by 343. Within the teaching ranks, the percentage of kindergarten and elementary teachers and elementary instructional specialists moved from 46 percent to 50 percent to 49 percent during the three years. Table III presents the distribution of the total work force.

Table III

Georgia Public School Personnel Distribution

	1985-86	%	1986-87	%	1987-88	%
TEACHERS						
* Kind/Elem/Elem Specialists	31,823	46%	35,077	50%	35,436	49%
** Secondary/Vocational	20,996	30%	17,998	26%	19,697	27%
Special Education	7,847	11%	7,348	11%	7,692	11%
Subtotals:	60,666	87%	60,423	87%	62,825	87%
STUDENT SERVICES	1,999	3%	2,010	3%	2,088	3%
ADMINISTRATIVE/SUPERVISORY						
Principals/Assistant Principals	2,801	4%	2,979	4%	3,117	4%
Other	3,936	6%	4,053	6%	3,974	6%
Subtotals:	6,737	10%	7,032	10%	7,091	10%
SUPERINTENDENTS	187	0%	186	0%	186	0%
RESA DIRECTORS	16	0%	16	0%	16	0%
MISSING CASES (by Prof Code)	44	0%	19	0%	20	0%
WORK FORCE TOTAL	69,649	100%	69,686	100%	72,226	100%

* In 1986-87 and 1987-88, DOE procedures obscured secondary/vocational codes.
** Reflects the creation of the Board of Post-Secondary Vocational Education.

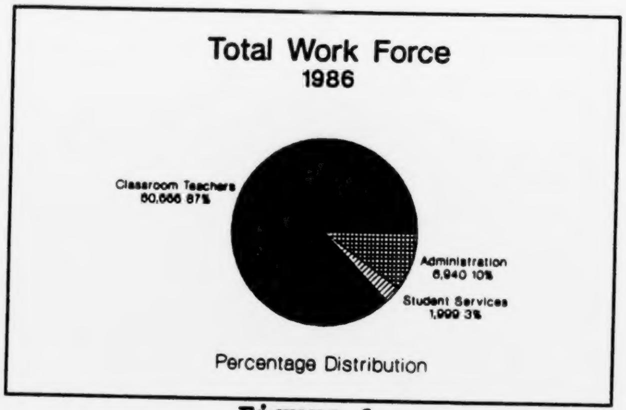

Figure 1

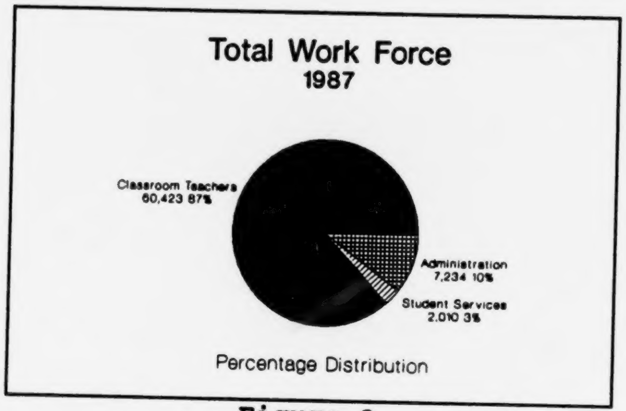

Figure 2

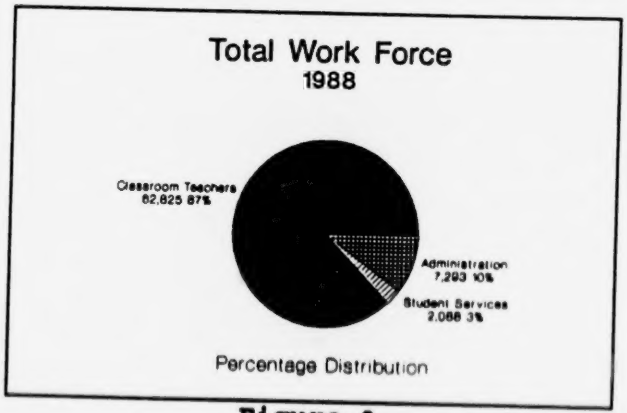

Figure 3

Administration includes administrative/supervisory personnel, superintendents, and RESA directors.

Gender

Since the mid-nineteenth century, teaching in the United States has been a woman's profession. Historically, gender differences have varied by organizational level. Women have generally occupied at least 80 percent of the elementary school teaching positions, while men have been more apt to choose secondary schools, where salaries are somewhat higher and the possibilities for promotion may be greater. In secondary schools, men traditionally have held between 40 and 60 percent of the teaching positions (RAND, 1986). The last period in U.S. history which witnessed an increase in male recruits to teaching corresponded with enrollment expansion that occurred after World War I. During this time, improvements in salaries and working conditions and the introduction of tenure and various benefit programs increased the attractiveness of the teaching profession to men. The percentage of male teachers increased to 25 percent in 1940, became slightly higher through the 1960s, reached approximately 34 percent in 1980, and decreased to 31 percent in 1986 (NEA, 1987; RAND, 1986).

Nationally, the percentage of women classroom teachers varies considerably by region and by state. In 1987-88, in the fifty states and Washington, D.C., 71 percent of public elementary and secondary classroom teachers were women. The Southeast had the highest percentage of women classroom teachers--79 percent; the Southwest, 76 percent; the Great Lakes region, 69 percent; the Plains region, 68 percent; the Far West region, 67 percent; the Rocky Mountain and Mideast regions, 66 percent; and in New England, 63 percent of classroom teachers were women (NEA, 1989).

Nationwide survey data continue to indicate that the teaching ranks will remain female-dominated, especially at the elementary level. In 1987-88, approximately 85 percent of all public school elementary teachers were women; however, at the secondary level the percentages of men and women were approximately equal--53 percent women; 47 percent men (NEA, 1989).

The Southeast and Southwest regions of the country have the highest percentages of women teachers at both the elementary and secondary levels but especially at the secondary school level. In the Southeast in 1987-88, women teachers accounted for 90 percent of the elementary work force and 62 percent of the secondary work force; in the Southwest, the percentages of women elementary and secondary teachers are 88 percent and 60 percent, respectively. The proportions of women to men secondary teachers are relatively balanced in all the other regions, where women secondary teachers range from 45 percent in New England to 46 percent in the Far West and Rocky Mountain regions, 48 percent in the Great Lakes and Plains regions, and 50 percent in the Mideast (NEA, 1989).

In Georgia, women continue to dominate the ranks of the public school work force. Females comprised 79 percent of the total educational work force in 1985-86. In 1986-87, the ratio remained static; in 1988, females increased to 80 percent of the total work force. See Figures 4-6.

Table IV

Personnel Classification by Gender

	1985-86	1986-87	1987-88
Male	14,772 (21%)	14,554 (21%)	14,684 (20%)
Female	54,568 (79%)	55,126 (79%)	57,534 (80%)
Missing Cases	309	6	8

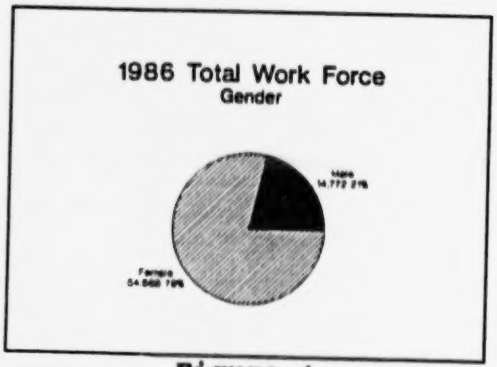

Figure 4

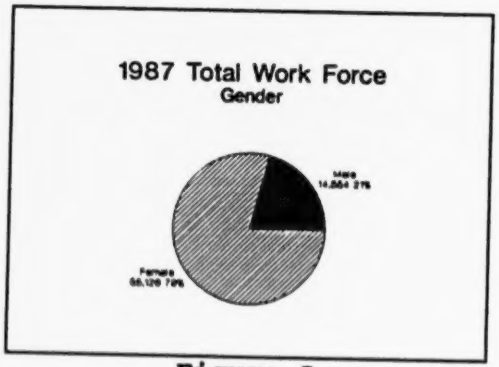

Figure 5

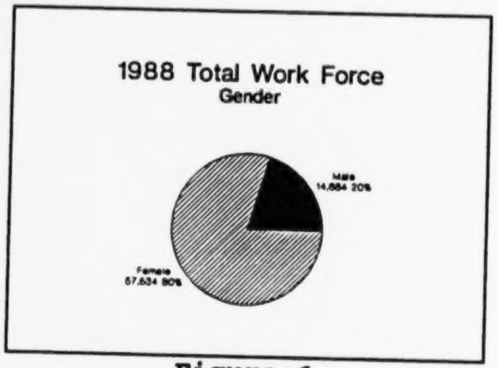

Figure 6

Table V presents the 1985-86, 1986-87, and 1987-88 totals for the Georgia public school work force by gender.

Table V

Personnel Classification by Gender

	1985-86				1986-87				1987-88			
	Missing	M	F	Total	Missing	M	F	Total	Missing	M	F	Total
TEACHERS												
Kindergarten	16	42	3,710	3,768	0	59	3,981	4,040	0	55	4,211	4,266
Elem. Inst. Spec.	3	472	1,017	1,492	0	626	1,254	1,880	0	835	1,574	2,409
Elementary	82	1,679	24,802	26,563	0	2,462	26,695	29,157	0	1,990	26,771	28,761
*Secondary	89	6,173	10,460	16,722	0	5,598	9,433	15,031	0	5,565	9,814	15,379
**Vocational	37	1,877	2,360	4,274	0	1,328	1,639	2,967	0	1,928	2,390	4,318
Special Education	46	793	7,008	7,847	0	763	6,585	7,348	0	756	6,936	7,692
	273	11,036	49,357	60,666	0	10,836	49,587	60,423	0	11,129	51,696	62,825
STUDENT SERVICES												
Elem. Counselors	0	37	225	262	0	44	243	287	0	46	310	356
Sec. Counselors	0	283	721	1,004	0	272	737	1,009	0	266	740	1,006
School Psychol.	1	74	93	168	0	76	106	182	0	83	113	196
School Psychom.	2	58	151	211	0	49	136	185	0	46	137	183
Visit. Teachers	1	96	106	203	0	91	108	199	0	83	116	199
Other Stud. Srvcs.	1	41	109	151	0	40	108	148	0	47	101	148
	5	589	1,405	1,999	0	572	1,438	2,010	0	571	1,517	2,088
ADMIN./SUPERVISORY												
Principals	2	1,349	428	1,779	0	1,287	483	1,770	0	1,239	513	1,752
Asst. Principals	1	656	365	1,022	0	701	508	1,209	0	714	651	1,365
Librarians	3	72	1,808	1,883	0	90	1,834	1,924	0	87	1,836	1,923
Curriculum Spec.	0	42	164	206	0	36	162	198	0	41	179	220
Dir. Curric./Inst.	0	150	208	358	0	134	196	330	0	119	193	312
Comm. Schl. Coord.	0	13	11	24	0	13	10	23	0	13	12	25
Plant/Maintenance	0	19	2	21	0	28	1	29	0	28	1	29
Transp. Pers.	0	30	0	30	0	32	1	33	0	34	1	35
Food Srvc. Admin.	3	5	114	122	0	5	129	134	0	5	142	147
Inst. Supervisor	0	64	227	291	0	79	286	365	0	72	282	354
Finance/Business	0	34	7	41	0	31	12	43	0	33	16	49
Planning/Eval.	0	11	34	45	0	17	36	53	0	15	35	50
Dir. Comm. Schl.	0	5	1	6	0	7	0	7	0	9	0	9
Deputy/Area Super.	0	86	18	104	0	105	21	126	0	109	26	135
Spec. Ed. Dir.	0	52	107	159	0	42	109	151	0	41	118	159
Spec. Ed. Consult.	0	21	101	122	0	19	97	116	0	18	96	114
Kindergarten Dir.	0	1	4	5	0	0	5	5	0	0	4	4
Kindergarten Consult.	0	0	2	2	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	342	175	517	0	330	186	516	0	219	190	409
	9	2,952	3,776	6,737	0	2,956	4,076	7,032	0	2,796	4,295	7,091
SUPERINTENDENTS	0	173	14	187	0	172	14	186	0	169	17	186
RESA DIRECTORS	0	13	3	16	0	13	3	16	0	13	3	16
MISSING CASES(Prof Code)	22	9	13	44	6	5	8	19	8	6	6	20
WORK FORCE TOTAL	309	14,772	54,568	69,649	6	14,554	55,126	69,686	8	14,684	57,534	72,226
Percentages		21%	79%			21%	79%			20%	80%	

*In 1986-87 and 1987-88, DOE procedures obscured secondary/vocational codes.
**Reflects the creation of the Board of Post-Secondary Vocational Education.

Nationally, 71 percent of public school teachers are women (NEA, 1988). In Georgia, approximately 82 percent of public school teachers are women--11 percent higher than in the nation as a whole. This male/female proportion of Georgia classroom teachers is constant for all three years profiled. Nearly all--99 percent--kindergarten teachers are women, although male representation as elementary instructional specialists (art, music, and physical education) increased by 363 positions from 1985-86 to 1987-88. Elementary teachers in Georgia are also overwhelmingly women: 93 percent in 1985-86, 92 percent in 1986-87, and 93 percent in 1987-88. In addition, 90 percent of Georgia special education teachers are women (89 percent in 1985-86) for all three years profiled. Table VI presents teacher classifications by gender.

Table VI

Teacher Classification by Gender

1985-86

TEACHERS	Missing	M	%	F	%	Total
Kindergarten	16	42	1%	3,710	99%	3,768
Elem. Inst. Specialists	3	472	32%	1,017	68%	1,492
Elementary	82	1,679	6%	24,802	93%	26,563
*Secondary	89	6,173	37%	10,460	63%	16,722
**Vocational	37	1,877	44%	2,360	55%	4,274
Special Education	46	793	10%	7,008	89%	7,847
Totals:	273	11,036	18%	49,357	81%	60,666

1986-87

TEACHERS	Missing	M	%	F	%	Total
Kindergarten	0	59	1%	3,981	99%	4,040
Elem. Inst. Specialists	0	626	33%	1,254	67%	1,880
Elementary	0	2,462	8%	26,695	92%	29,157
*Secondary	0	5,598	37%	9,433	63%	15,031
**Vocational	0	1,328	45%	1,639	55%	2,967
Special Education	0	763	10%	6,585	90%	7,348
Totals:	0	10,836	18%	49,587	82%	60,423

1987-88

TEACHERS	Missing	M	%	F	%	Total
Kindergarten	0	55	1%	4,211	99%	4,266
Elem. Inst. Specialists	0	835	35%	1,574	65%	2,409
Elementary	0	1,990	7%	26,771	93%	28,761
*Secondary	0	5,565	36%	9,814	64%	15,379
**Vocational	0	1,928	45%	2,390	55%	4,318
Special Education	0	756	10%	6,936	90%	7,692
Totals:	0	11,129	18%	51,696	82%	62,825

*In 1986-87 and 1987-88, DOE procedures obscured secondary/vocational codes.
**Reflects the creation of the Board of Post-Secondary Vocational Education.
Percentages do not always sum to 100 due to rounding.

Although the proportions of men to women in most classifications remain relatively constant, there are some noticeable shifts, especially in **administration**. Notable is the principalship, where women have increased by 85 positions during the three year period, from 428 in 1985-86 to 483 in 1986-87 and to 513 in 1987-88. Thus, the ratio of male to female principals changed from 76 percent male and 24 percent female in 1985-86 to 71 percent male and 29 percent female three years later; this change reflects a 5 percent increase in female principals.

Female assistant principals have increased (286 positions) during the same period, from 365 in 1985-86 to 508 in 1986-87 and to 651 in 1987-88. The male/female ratio for assistant principals shifted from a 64/36 male to female ratio in 1985-86 to a 52/48 male to female ratio in 1987-88; this reflects a 12 percent increase in female assistant principals.

Table VII

Principals/Assistant Principals by Gender

	1985-86		1986-87		1987-88	
	Male	Female	Male	Female	Male	Female
Principals	1,349 (76%)	428 (24%)	1,287 (73%)	483 (27%)	1,239 (71%)	513 (29%)
Asst. Principals	656 (64%)	365 (36%)	701 (58%)	508 (42%)	714 (52%)	651 (48%)

In the entire administrative/supervisory personnel category, including superintendents and RESA directors, the proportions of men to women also shifted toward a larger number of women overall, as illustrated in Figure 7. Women personnel increased by a total of 300 from 1985-86 to 1986-87 and by 222 from 1986-87 to 1987-88. Although the majority of these increases were women assistant principals and principals, women in administration also increased somewhat during the three year period as follows: instructional supervisors, 55 positions; food service administrators, 28 positions; librarians, 28 positions; curriculum specialists, 15 positions; other certified personnel, 15 positions; special education directors, 11 positions; and deputy/area superintendents, 8 positions. Women finance/business officers increased from a total of 7 positions in 1985-86 to 16 positions in 1987-88.

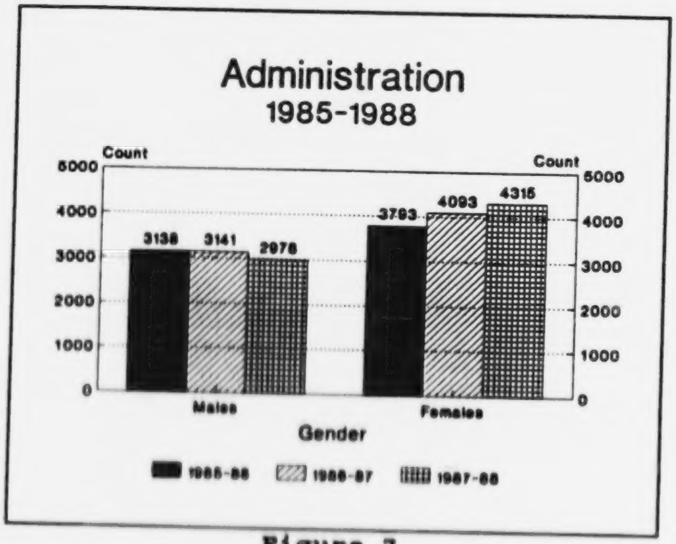

Figure 7

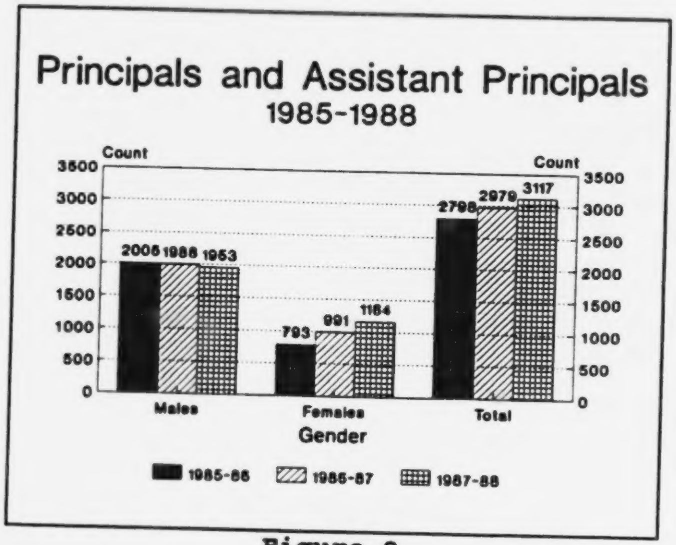

Figure 8

Administration includes administrative/supervisory personnel, superintendents, and RESA directors.

Age

Table VIII

Mean Age

1985-86	39.3
1986-87	39.6
1987-88	39.8

The mean age of the entire public school work force in Georgia from 1985-86 through 1987-88 is displayed in Table VIII. For all three years, the mean age is approximately 39. However, the 1987-88 mean of 39.8 indicates a slight upturn toward a mean of 40 years--a possible reflection of the national trend toward an increasingly aging teaching work force (Carnegie Foundation, 1988; NEA, 1987; Feistritzer, 1986). An examination of the total work force from 1985-1988, disaggregated by five-year age cohorts, shows this age increase beginning with the 41-45 year-old age group and continuing to a somewhat lesser degree through the 56-60 year-old cohort, after which the over 60 cohorts remain nearly constant (see Figure 9).

According to a 1986 national teacher survey conducted by NCEI (Feistritzer, 1986), the average age of those who entered teaching between 1981 and 1986 was 26.5--higher than the average entry age of 22.5 fifteen or more years ago. However, the average age in 1986 of all U.S. teachers hired during the same five-year time period (both entry-level and reentrants) was 33.

In Georgia, the mean age of all new teachers (0 years Georgia experience) is 29 years for the three-year period between 1985-86 and 1987-88. As of June, 1988, the majority of the Georgia work force reporting age falls between the ages of 21 and 40--39,006 personnel or 56 percent of the total work force; 20,794 or 30 percent fall between the ages of 41 and 50. Only 9,606 personnel or 14 percent are over 50. Georgia has 1,380 personnel who are over 60 years of age (see Table IX).

Table IX

Range Distribution of Age

Age	1985-86		1986-87		1987-88	
	Count	%	Count	%	Count	%
Below 21	2	0.0%	3	0.0%	1	0.0%
21-25	3,205	4.9%	3,196	4.8%	3,406	4.9%
26-30	8,719	13.3%	8,364	12.6%	8,553	12.3%
31-35	12,756	19.5%	11,736	17.7%	11,348	16.3%
36-40	15,221	23.3%	15,714	23.7%	15,699	22.6%
41-45	10,129	15.5%	11,285	17.0%	12,974	18.7%
46-50	6,397	9.8%	6,904	10.4%	7,820	11.3%
51-55	4,725	7.2%	4,856	7.3%	5,095	7.3%
56-60	2,927	4.5%	3,007	4.5%	3,131	4.5%
61-65	1,153	1.8%	1,105	1.7%	1,144	1.6%
66+	230	0.4%	219	0.3%	236	0.3%
	65,464	100.0%	66,389	100.0%	69,407	100.0%
Missing Cases	4,185		3,297		2,819	
Total:	69,649		69,686		72,226	

Percentages do not always sum to 100 due to rounding.

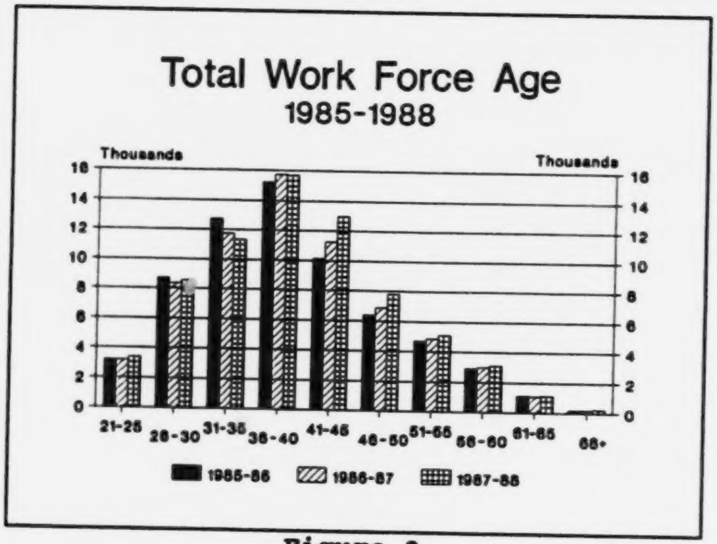

Figure 9

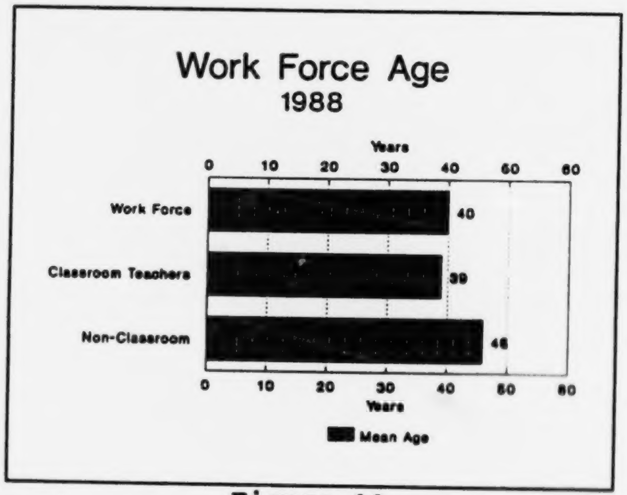

Figure 10

Table X presents the mean ages of the educational personnel reporting age disaggregated by the various personnel subgroups for each of the three years profiled: 1985-86; 1986-87; and 1987-88. Those personnel for whom age is **not reported** on the C.P.I. Personnel Report/Certification Files also are included for the purpose of providing a more complete picture. [Note: The numbers of personnel in the "age not reported" column decreased considerably during the three year period; this suggests improved reporting mechanisms since 1985-86.]

Generally, the mean ages of all personnel subgroups increased slightly from 1985 through 1988, as indicated by the increase in overall mean age of the total work force. Kindergarten teachers and instructional specialists have the smallest mean ages of all personnel subgroups; both average around 36 years (kindergarten teachers are slightly older) for the three-year tracking period. Special education teachers are the next youngest subgroup, with an average mean age of 37 for all three years (37.7 in 1985-86; 37.5 in 1986-87; 37.8 in 1987-88).

Elementary and secondary teachers share a similar mean age of 39 for the three-year tracking period, with secondary teachers slightly older; the mean age of elementary teachers averaged over the three years is 38.9, for secondary teachers, 39.2. Vocational education teachers are two years older, on average, than elementary and secondary teachers, with an average age of 41.2 for the three-year period. Student services personnel are three years older still--44 years old (43.7) on average for the three years. The average age for personnel in the administrative and supervisory subgroup is 46 (45.7), for superintendents, 50 (49.8), and for RESA directors, 54 (53.8).

Table X

Personnel Classification by Age

1985-86	Age Reported	Age Not Reported	Total	Mean Age
Kindergarten	3,708	60	3,768	36.17
Elementary	24,466	2,097	26,563	38.84
Instructional Specialists	1,409	83	1,492	36.03
Secondary	15,652	1,070	16,722	38.57
Vocational	3,989	285	4,274	40.73
Special Education	7,735	112	7,847	36.72
Student Services	1,830	169	1,999	43.40
Administrative & Supervisory	6,436	303	6,739	45.69
Superintendents	187	0	187	49.28
RESA Directors	16	0	16	56.06
	65,428	4,179	69,607	39.26
Missing Prof Codes			42	
		Total:	69,649	
1986-87				
Kindergarten	3,996	44	4,040	36.75
Elementary	27,446	1,711	29,157	38.72
Instructional Specialists	1,797	83	1,880	35.97
Secondary	14,212	819	15,031	39.56
Vocational	2,789	178	2,967	41.48
Special Education	7,289	59	7,348	37.46
Student Services	1,867	143	2,010	43.72
Administrative & Supervisory	6,772	261	7,033	45.72
Superintendents	185	1	186	49.65
RESA Directors	15	1	16	53.13
	66,368	3,300	69,668	39.57
Missing Prof Codes			18	
		Total:	69,686	
1987-88				
Kindergarten	4,239	27	4,266	36.98
Elementary	27,306	1,455	28,761	39.20
Instructional Specialists	2,315	94	2,409	36.11
Secondary	14,712	667	15,379	39.38
Vocational	4,132	186	4,318	41.44
Special Education	7,644	48	7,692	37.80
Student Services	1,965	123	2,088	44.07
Administrative & Supervisory	6,876	217	7,093	45.76
Superintendents	185	1	186	50.52
RESA Directors	15	1	16	52.33
	69,389	2,819	72,208	39.80
Missing Prof Codes			18	
		Total:	72,226	

Teachers 1985-86

Age	Count	%	
Below 21	2	0.0%	
21-25	3,184	5.6%	
26-30	8,524	15.0%	
31-35	11,965	21.0%	
36-40	13,385	23.5%	Mean Age:
41-45	8,334	14.6%	38.4
46-50	4,998	8.8%	
51-55	3,473	6.1%	
56-60	2,142	3.8%	
61-65	818	1.4%	
66+	157	0.3%	
	56,982	100.0%	
Missing Cases	3,684		
Total:	60,666		

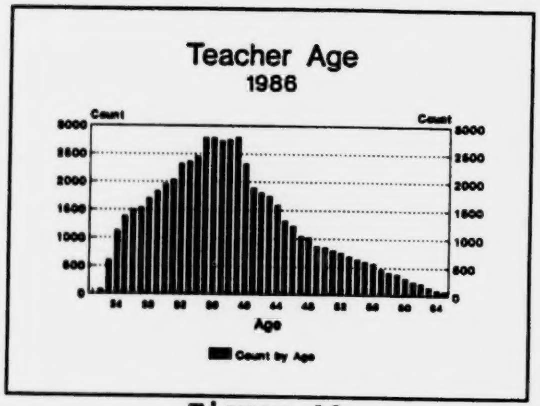

Figure 11

Teachers 1986-87

Age	Count	%	
Below 21	3	0.0%	
21-25	3,176	5.5%	
26-30	8,176	14.2%	
31-35	11,026	19.2%	
36-40	13,790	24.0%	Mean Age:
41-45	9,273	16.1%	38.7
46-50	5,387	9.4%	
51-55	3,586	6.2%	
56-60	2,205	3.8%	
61-65	773	1.3%	
66+	147	0.3%	
	57,542	100.0%	
Missing Cases	2,881		
Total:	60,423		

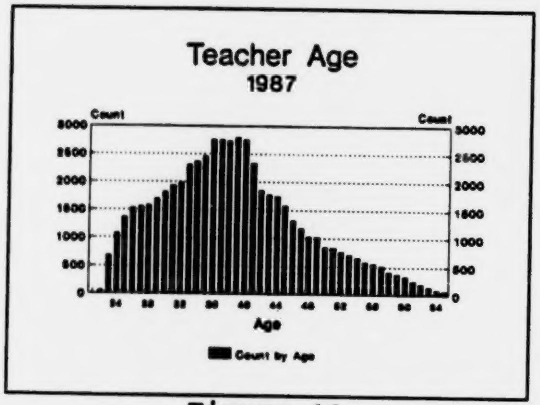

Figure 12

Teachers 1987-88

Age	Count	%	
Below 21	1	0.0%	
21-25	3,389	5.6%	
26-30	8,378	13.9%	
31-35	10,720	17.8%	
36-40	13,796	22.9%	Mean Age:
41-45	10,792	17.9%	38.9
46-50	6,153	10.2%	
51-55	3,821	6.3%	
56-60	2,313	3.8%	
61-65	835	1.4%	
66+	160	0.3%	
	60,358	100.0%	
Missing Cases	2,467		
Total:	62,825		

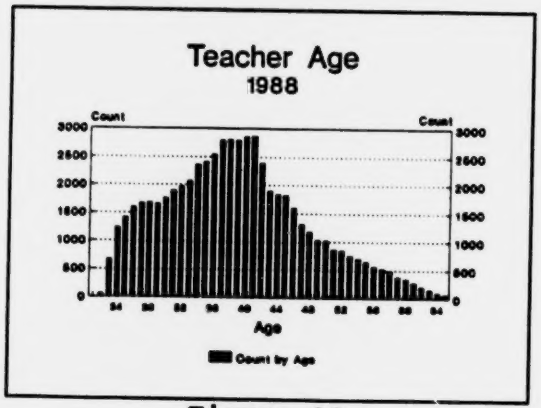

Figure 13

Percentages do not always sum to 100 due to rounding.

Administration 1985-86

Age	Count	%	
Below 21	0	0.0%	
21-25	1	0.0%	
26-30	104	1.6%	
31-35	549	8.3%	
36-40	1,395	21.0%	Mean Age:
41-45	1,438	21.6%	45.8
46-50	1,139	17.1%	
51-55	1,040	15.6%	
56-60	652	9.8%	
61-65	271	4.1%	
66+	59	0.9%	
	6,648	100.0%	
Missing Cases	292		
Total:	6,940		

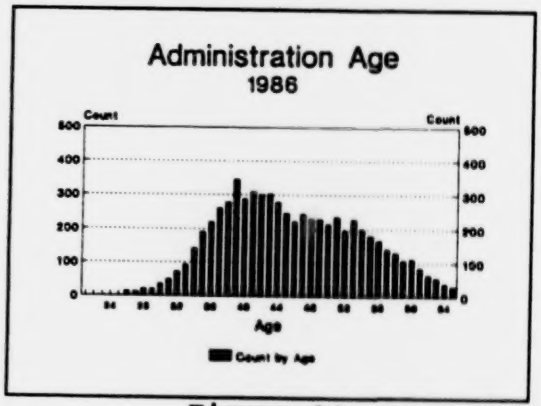

Figure 14

Administration 1986-87

Age	Count	%	
Below 21	0	0.0%	
21-25	6	0.1%	
26-30	103	1.5%	
31-35	483	6.9%	
36-40	1,490	21.4%	Mean Age:
41-45	1,610	23.1%	45.8
46-50	1,243	17.8%	
51-55	1,057	15.1%	
56-60	653	9.4%	
61-65	275	3.9%	
66+	58	0.8%	
	6,978	100.0%	
Missing Cases	256		
Total:	7,234		

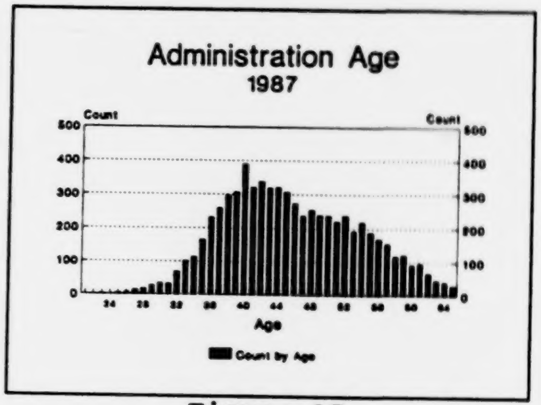

Figure 15

Administration 1987-88

Age	Count	%	
Below 21	0	0.0%	
21-25	6	0.1%	
26-30	101	1.4%	
31-35	424	6.0%	
36-40	1,442	20.4%	Mean Age:
41-45	1,740	24.6%	45.9
46-50	1,352	19.1%	
51-55	1,052	14.9%	
56-60	658	9.3%	
61-65	250	3.5%	
66+	59	0.8%	
	7,084	100.0%	
Missing Cases	209		
Total:	7,293		

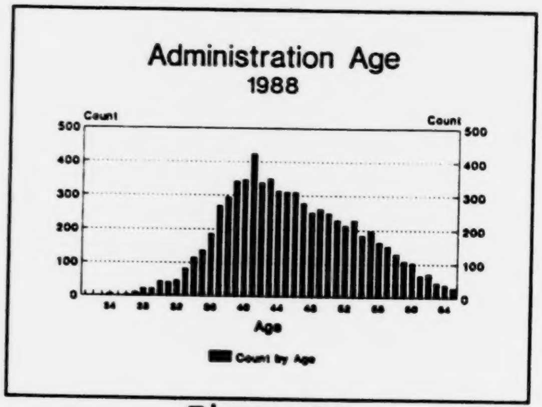

Figure 16

Percentages do not always sum to 100 due to rounding.

Administration includes administrative/supervisory personnel, superintendents, and RESA directors.

Principals/Asst. 1985-86

Age	Count	%	
Below 21	0	0.0%	
21-25	0	0.0%	
26-30	14	0.5%	
31-35	190	6.9%	
36-40	602	21.9%	Mean Age:
41-45	643	23.3%	46.0
46-50	483	17.5%	
51-55	431	15.6%	
56-60	270	9.8%	
61-65	99	3.6%	
66+	22	0.8%	
	2,754	100.0%	
Missing Cases	47		
Total:	2,801		

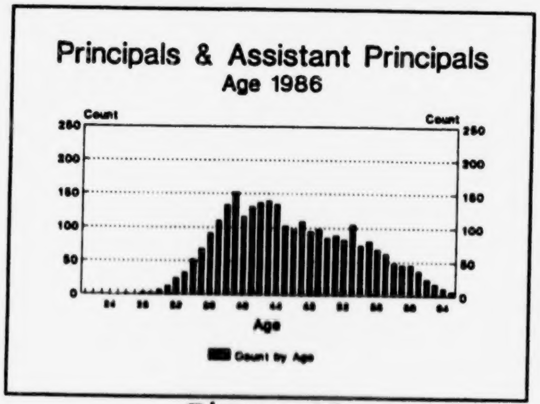

Figure 17

Principals/Asst. 1986-87

Age	Count	%	
Below 21	0	0.0%	
21-25	0	0.0%	
26-30	25	0.8%	
31-35	172	5.8%	
36-40	667	22.7%	Mean Age:
41-45	711	24.2%	45.9
46-50	545	18.5%	
51-55	431	14.6%	
56-60	264	9.0%	
61-65	110	3.7%	
66+	18	0.6%	
	2,943	100.0%	
Missing Cases	36		
Total:	2,979		

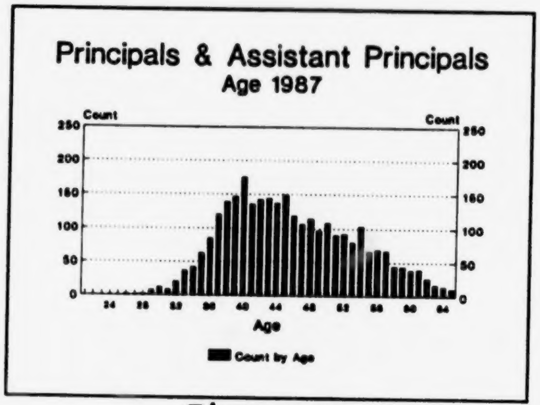

Figure 18

Principals/Asst. 1987-88

Age	Count	%	
Below 21	0	0.0%	
21-25	0	0.0%	
26-30	25	0.8%	
31-35	167	5.4%	
36-40	658	21.3%	Mean Age:
41-45	795	25.7%	45.8
46-50	604	19.6%	
51-55	458	14.8%	
56-60	256	8.3%	
61-65	103	3.3%	
66+	22	0.7%	
	3,088	100.0%	
Missing Cases	29		
Total:	3,117		

Percentages do not always sum to 100 due to rounding.

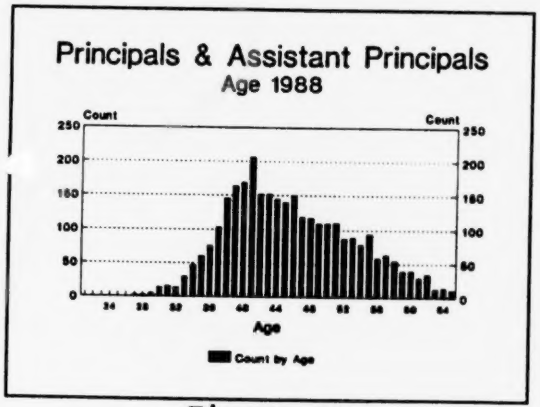

Figure 19

Males and females differ from each other in age by 2 years; the mean age for males is 41; for females, 39. The substantially greater number of females in the total work force (80 percent) affects the overall mean age in keeping with that weight.

Table XI

Total Personnel by Gender and Age*

	1985-86		1986-87		1987-88	
	Total Count	Mean Age	Total Count	Mean Age	Total Count	Mean Age
Males	13,895	40.86	13,792	41.07	14,023	41.23
Females	51,560	38.83	52,592	39.18	55,383	39.44
Missing	4,194		3,302		2,820	
Total	69,649	39.26	69,686	39.57	72,226	39.80

* Reflects those reporting both gender and age

Three-year trend data for the mean age of males and females are illustrated in Figures 20 and 21; range distributions of age by gender of the total work force are on page 22. Although no dramatic differences between age groupings of men and women are apparent, it can be noted that in the 36-40 year age group, the numbers of men began to decrease somewhat, while the numbers of women increased. For both men and women, the greatest increases occurred in the 41-45 year age group. It is also apparent that a greater number of women than men account for the majority of the increase in total personnel during the three-year tracking period.

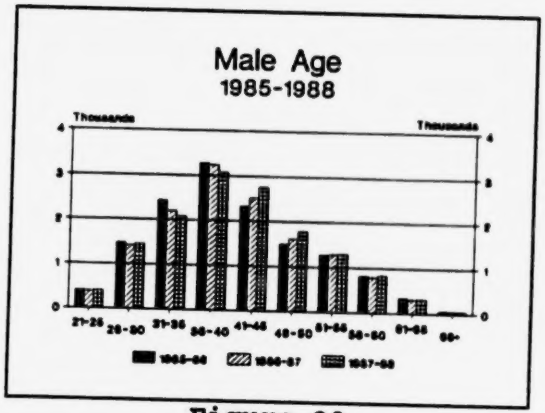

Figure 20

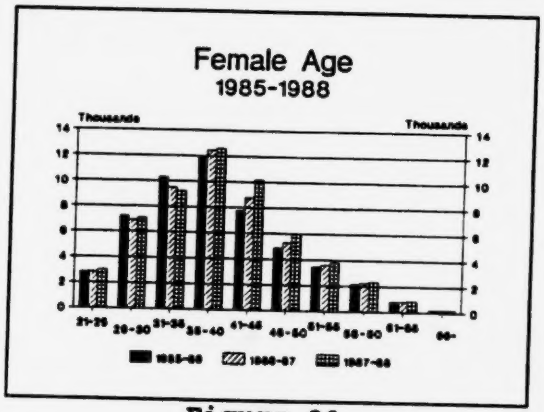

Figure 21

Total Work Force

Males 1985-86

Age	Count	%
Below 21	0	0.0%
21-25	402	2.9%
26-30	1,472	10.6%
31-35	2,431	17.5%
36-40	3,282	23.6%
41-45	2,334	16.8%
46-50	1,497	10.8%
51-55	1,273	9.2%
56-60	819	5.9%
61-65	330	2.4%
66+	55	0.4%
	13,895	100.0%
Missing Cases	887	
Total:	14,782	

Females 1985-86

Age	Count	%
Below 21	2	0.0%
21-25	2,803	5.4%
26-30	7,265	14.1%
31-35	10,325	20.0%
36-40	11,939	23.2%
41-45	7,795	15.1%
46-50	4,900	9.5%
51-55	3,452	6.7%
56-60	2,107	4.1%
61-65	823	1.6%
66+	171	0.3%
	51,562	100.0%
Missing Cases	3,005	
Total:	54,567	

Males 1986-87

Age	Count	%
Below 21	0	0.0%
21-25	379	2.7%
26-30	1,412	10.2%
31-35	2,204	16.0%
36-40	3,238	23.5%
41-45	2,509	18.2%
46-50	1,621	11.8%
51-55	1,277	9.3%
56-60	789	5.7%
61-65	313	2.3%
66+	50	0.4%
	13,792	100.0%
Missing Cases	769	
Total:	14,561	

Females 1986-87

Age	Count	%
Below 21	3	0.0%
21-25	2,817	5.4%
26-30	6,952	13.2%
31-35	9,532	18.1%
36-40	12,476	23.7%
41-45	8,776	16.7%
46-50	5,283	10.0%
51-55	3,579	6.8%
56-60	2,218	4.2%
61-65	792	1.5%
66+	169	0.3%
	52,597	100.0%
Missing Cases	2,528	
Total:	55,125	

Males 1987-88

Age	Count	%
Below 21	0	0.0%
21-25	402	2.9%
26-30	1,446	10.3%
31-35	2,087	14.9%
36-40	3,081	22.0%
41-45	2,758	19.7%
46-50	1,782	12.7%
51-55	1,286	9.2%
56-60	825	5.9%
61-65	302	2.2%
66+	54	0.4%
	14,023	100.0%
Missing Cases	670	
Total:	14,693	

Females 1987-88

Age	Count	%
Below 21	1	0.0%
21-25	3,004	5.4%
26-30	7,107	12.8%
31-35	9,261	16.7%
36-40	12,618	22.8%
41-45	10,216	18.4%
46-50	6,038	10.9%
51-55	3,809	6.9%
56-60	2,306	4.2%
61-65	842	1.5%
66+	182	0.3%
	55,384	100.0%
Missing Cases	2,149	
Total:	57,533	

Percentages do not always sum to 100 due to rounding.

Table XII

Systems Ranked by Mean Age
(Oldest to Youngest)
1985-86

	Code	System Name	Age
1	761	Atlanta City (Fulton)	45.58
2	718	Quitman	44.82
3	752	Webster	43.70
4	619	Calhoun	42.99
5	729	Sumter	42.70
6	621	Candler	42.67
7	706	Muscogee	41.81
* 8	128	Quitman/Stewart	41.67
9	604	Baker	41.41
10	766	Carrollton City (Carroll)	41.36
11	776	Gainesville City (Hall)	41.31
12	788	Thomaston City (Upson)	41.26
13	646	Dooly	41.07
14	746	Walker	41.03
15	784	Pelham City (Mitchell)	41.01
16	765	Calhoun City (Gordon)	40.93
17	663	Glynn	40.82
18	756	Wilcox	40.67
19	773	Decatur City (DeKalb)	40.61
20	647	Dougherty	40.54
21	744	Union	40.53
22	616	Bulloch	40.41
23	774	Dublin City (Laurens)	40.40
24	611	Bibb	40.39
25	703	Montgomery	40.32
26	637	Cook	40.22
27	690	Lincoln	40.20
28	753	Wheeler	40.19
29	772	Dalton City (Whitfield)	40.18
30	743	Twiggs	40.17
31	649	Early	40.15
32	749	Warren	40.07
33	655	Fannin	40.04
34	735	Terrell	40.02
35	676	Houston	39.96
36	736	Thomas	39.94
37	614	Brooks	39.85
38	754	White	39.83
39	759	Worth	39.83
40	612	Bleckley	39.76
41	717	Putnam	39.72
42	639	Crawford	39.70
43	715	Polk	39.70
44	719	Rabun	39.67
45	738	Toombs	39.65
46	691	Long	39.64
47	740	Treutlen	39.64
48	705	Murray	39.62
49	721	Richmond	39.59
50	671	Haralson	39.57
51	733	Taylor	39.57
52	602	Atkinson	39.53
53	714	Pike	39.53
54	625	Chatham	39.52
55	645	Dodge	39.51
56	711	Peach	39.50
57	629	Clarke	39.45
58	734	Telfair	39.45
59	668	Habersham	39.41
60	620	Camden	39.36
61	644	DeKalb	39.36
62	742	Turner	39.33
63	725	Seminole	39.32
64	610	Berrien	39.27
65	722	Rockdale	39.25
66	657	Floyd	39.23
67	685	Lamar	39.23
68	748	Ware	39.21
69	708	Oconee	39.20
70	630	Clay	39.19
71	692	Lowndes	39.18
72	700	Miller	39.18
73	605	Baldwin	39.16
74	750	Washington	39.16
75	688	Lee	39.15
76	739	Towns	39.14
77	632	Clinch	39.10
78	627	Chattooga	39.08
79	650	Echols	39.08
80	713	Pierce	39.08
81	669	Hall	39.07
82	696	Marion	39.05
83	716	Pulaski	39.01
84	635	Colquitt	39.00
85	728	Stewart	38.98
86	781	Marietta City (Cobb)	38.94
87	737	Tift	38.92
88	672	Harris	38.90
89	665	Grady	38.85
90	660	Fulton	38.83
91	698	McIntosh	38.82
92	662	Glascock	38.80
93	601	Appling	38.72
94	623	Catoosa	38.66
95	684	Jones	38.64
96	726	Spalding	38.63

* Consolidated Systems

Table XII cont'd

Systems Ranked by Mean Age
(Oldest to Youngest)
1985-86

	Code	System Name	Age
97	763	Bremen City (Haralson)	38.61
98	789	Thomasville City (Thomas)	38.61
99	780	LaGrange City (Troup)	38.56
100	741	Troup	38.56
101	633	Cobb	38.55
102	795	West Point City	38.53
103	656	Fayette	38.52
104	727	Stephens	38.52
* 105	101	Baker/Mitchell	38.44
106	693	Lumpkin	38.42
107	603	Bacon	38.39
108	626	Chattahoochee	38.37
109	631	Clayton	38.33
110	680	Jeff Davis	38.33
111	618	Butts	38.32
112	694	Macon	38.32
113	699	Meriwether	38.32
114	652	Elbert	38.29
115	751	Wayne	38.27
116	767	Cartersville City (Bartow)	38.26
117	670	Hancock	38.26
118	624	Charlton	38.25
119	653	Emanuel	38.25
120	732	Tattnall	38.24
121	720	Randolph	38.23
122	687	Laurens	38.17
123	723	Schley	38.15
124	679	Jasper	38.05
125	760	Americus City (Sumter)	38.04
126	686	Lanier	38.04
127	659	Franklin	38.01
128	622	Carroll	37.98
129	638	Coweta	37.96
130	682	Jenkins	37.96
131	643	Decatur County	37.93
132	636	Columbia	37.89
133	677	Irwin	37.88
134	709	Oglethorpe	37.88
135	785	Rome City (Floyd)	37.88
136	606	Banks	37.82
137	758	Wilkinson	37.81
138	792	Valdosta City (Lowndes)	37.75
139	707	Newton	37.74
140	730	Talbot	37.74
141	704	Morgan	37.73
142	775	Fitzgerald City (Ben Hill)	37.70
143	666	Greene	37.66
144	791	Trion City (Chattooga)	37.66
145	613	Brantley	37.64
146	675	Henry	37.64
147	628	Cherokee	37.62
148	793	Vidalia City (Toombs)	37.57
149	654	Evans	37.56
* 150	96	Marion/Schley/Webster	37.52
151	641	Dade	37.49
152	658	Forsyth	37.42
153	661	Gilmer	37.40
154	634	Coffee	37.37
155	697	McDuffie	37.36
156	683	Johnson	37.34
157	664	Gordan	37.33
158	755	Whitfield	37.31
159	673	Hart	37.29
160	745	Upson	37.29
161	617	Burke	37.23
162	667	Gwinnett	37.22
163	778	Hogansville City (Troup)	37.22
164	747	Walton	37.16
165	640	Crisp	37.15
166	681	Jefferson	37.15
167	769	Chickamauga City (Walker)	37.14
168	607	Barrow	37.12
169	764	Buford City (Gwinnett)	37.04
170	771	Commerce City (Jackson)	37.03
171	710	Paulding	36.97
172	651	Effingham	36.95
173	609	Ben Hill	36.94
174	794	Waycross City (Ware)	36.73
175	648	Douglas	36.72
176	615	Bryan	36.71
177	724	Screven	36.69
178	701	Mitchell	36.62
179	702	Monroe	36.55
180	674	Heard	36.48
181	608	Bartow	36.27
182	695	Madison	36.21
183	757	Wilkes	35.92
184	678	Jackson	35.83
185	779	Jefferson City (Jackson)	35.73
186	689	Liberty	35.57
187	642	Dawson	35.24
188	786	Social Circle City (Walton)	35.14
189	731	Taliaferro	34.18
190	712	Pickens	33.48

* Consolidated Systems

Table XIII

Systems Ranked by Mean Age
(Oldest to Youngest)
1986-87

	Code	System Name	Age
1	761	Atlanta City (Fulton)	45.85
* 2	128	Quitman/Stewart	45.38
3	718	Quitman	44.47
4	731	Taliaferro	44.21
5	619	Calhoun	43.87
6	752	Webster	42.71
7	621	Candler	42.35
8	706	Muscogee	42.14
9	662	Glascock	41.95
10	766	Carrollton City (Carroll)	41.82
11	776	Gainesville City (Hall)	41.78
12	744	Union	41.51
13	746	Walker	41.30
14	773	Decatur City (DeKalb)	41.28
15	765	Calhoun City (Gordon)	41.23
16	647	Dougherty	41.23
17	646	Dooly	41.09
18	663	Glynn	41.06
19	729	Sumter	41.06
20	604	Baker	40.97
21	753	Wheeler	40.95
22	703	Montgomery	40.94
23	774	Dublin City (Laurens)	40.80
24	616	Bulloch	40.71
25	655	Fannin	40.62
26	719	Rabun	40.61
27	611	Bibb	40.46
28	637	Cook	40.45
29	734	Telfair	40.40
30	736	Thomas	40.40
31	756	Wilcox	40.27
32	649	Early	40.26
33	738	Toombs	40.25
34	612	Bleckley	40.23
35	728	Stewart	40.23
36	639	Crawford	40.22
37	743	Twiggs	40.18
38	717	Putnam	40.17
39	711	Peach	40.16
40	772	Dalton City (Whitfield)	40.09
41	714	Pike	40.07
42	725	Seminole	40.06
43	742	Turner	40.05
44	716	Pulaski	40.03
45	602	Atkinson	39.97
46	715	Polk	39.93
47	676	Houston	39.92
48	685	Lamar	39.91
49	784	Pelham City (Mitchell)	39.90
50	629	Clarke	39.85
51	610	Berrien	39.81
52	614	Brooks	39.80
53	708	Oconee	39.78
54	644	DeKalb	39.73
55	759	Worth	39.69
56	657	Floyd	39.68
57	788	Thomaston City (Upson)	39.67
58	705	Murray	39.66
59	690	Lincoln	39.65
60	749	Warren	39.65
61	660	Fulton	39.63
62	669	Hall	39.62
63	713	Pierce	39.61
64	625	Chatham	39.60
65	733	Taylor	39.58
66	754	White	39.55
67	748	Ware	39.51
68	691	Long	39.49
69	627	Chattooga	39.48
70	672	Harris	39.48
71	679	Jasper	39.44
72	692	Lowndes	39.44
73	739	Towns	39.44
74	645	Dodge	39.43
75	763	Bremen City (Haralson)	39.41
76	605	Baldwin	39.39
77	722	Rockdale	39.39
78	671	Haralson	39.38
79	735	Terrell	39.37
80	665	Grady	39.36
81	630	Clay	39.33
82	635	Colquitt	39.33
83	688	Lee	39.30
84	626	Chattahoochee	39.25
85	750	Washington	39.25
86	778	Hogansville City (Troup)	39.23
87	721	Richmond	39.23
88	740	Treutlen	39.21
89	781	Marietta City (Cobb)	39.14
90	737	Tift	39.14
* 91	101	Baker/Mitchell	39.13
92	720	Randolph	39.08
93	668	Habersham	39.07
94	780	LaGrange City (Troup)	39.07
95	767	Cartersville City (Bartow)	39.04
96	775	Fitzgerald City (Ben Hill)	39.03

* Consolidated Systems

Table XIII cont'd

Systems Ranked by Mean Age
(Oldest to Youngest)
1986-87

	Code	System Name	Age
97	727	Stephens	39.03
98	652	Elbert	39.01
99	601	Appling	39.00
100	696	Marion	39.00
101	699	Meriwether	39.00
102	632	Clinch	38.97
103	700	Miller	38.96
104	726	Spalding	38.96
105	623	Catoosa	38.95
* 106	96	Marion/Schley/Webster	38.95
107	620	Camden	38.91
108	698	McIntosh	38.89
109	633	Cobb	38.87
110	656	Fayette	38.86
111	760	Americus City (Sumter)	38.84
112	684	Jones	38.84
113	687	Laurens	38.81
114	624	Charlton	38.79
115	694	Macon	38.79
116	653	Emanuel	38.75
117	789	Thomasville City (Thomas)	38.75
118	751	Wayne	38.74
119	603	Bacon	38.61
120	704	Morgan	38.58
121	638	Coweta	38.57
122	631	Clayton	38.56
123	707	Newton	38.56
124	758	Wilkinson	38.56
125	670	Hancock	38.54
126	785	Rome City (Floyd)	38.53
127	709	Oglethorpe	38.51
128	622	Carroll	38.50
129	792	Valdosta City (Lowndes)	38.39
130	650	Echols	38.38
131	741	Troup	38.38
132	730	Talbot	38.33
133	606	Banks	38.31
134	613	Brantley	38.25
135	701	Mitchell	38.25
136	712	Pickens	38.25
137	681	Jefferson	38.21
138	677	Irwin	38.18
139	659	Franklin	38.14
140	641	Dade	38.13
141	673	Hart	38.12
142	682	Jenkins	38.12
143	771	Commerce City (Jackson)	38.11
144	693	Lumpkin	38.11
145	793	Vidalia City (Toombs)	38.10
146	654	Evans	38.09
147	723	Schley	38.07
148	636	Columbia	38.04
149	643	Decatur	38.03
150	747	Walton	37.94
151	634	Coffee	37.92
152	617	Burke	37.90
153	791	Trion City (Chattooga)	37.89
154	640	Crisp	37.84
155	686	Lanier	37.83
156	680	Jeff Davis	37.77
157	661	Gilmer	37.74
158	618	Butts	37.72
159	609	Ben Hill	37.68
160	732	Tattnall	37.65
161	724	Screven	37.64
162	745	Upson	37.64
163	675	Henry	37.60
164	607	Barrow	37.59
165	658	Forsyth	37.56
166	666	Green	37.56
167	794	Waycross City (Ware)	37.55
168	664	Gordon	37.54
169	755	Whitfield	37.54
170	764	Buford City (Gwinnett)	37.49
171	683	Johnson	37.47
172	710	Paulding	37.38
173	695	Madison	37.33
174	667	Gwinnett	37.30
175	648	Douglas	37.18
176	697	McDuffie	37.13
177	608	Bartow	37.08
178	615	Bryan	37.02
179	757	Wilkes	37.01
180	786	Social Circle City (Walton)	37.00
181	651	Effingham	36.98
182	779	Jefferson City (Jackson)	36.87
183	702	Monroe	36.81
184	642	Dawson	36.00
185	769	Chickamauga City (Walker)	35.98
186	689	Liberty	35.98
187	674	Heard	35.82
188	678	Jackson	35.57
189	628	Cherokee	33.32

* Consolidated Systems

Table XIV

Systems Ranked by Mean Age
(Oldest to Youngest)
1987-88

	Code	System Name	Age		Code	System Name	Age
1	761	Atlanta City (Fulton)	45.95	49	738	Toombs	40.15
2	731	Taliaferro	44.92	50	669	Hall	40.13
3	752	Webster	44.40	51	660	Fulton	40.09
* 4	128	Quitman/Stewart	43.70	52	733	Taylor	40.09
5	619	Calhoun	42.41	53	625	Chatham	40.08
6	621	Candler	42.33	54	778	Hogansville City (Troup)	40.08
7	662	Glascock	42.29	55	676	Houston	40.05
8	706	Muscogee	42.20	56	629	Clarke	40.03
9	744	Union	41.99	57	711	Peach	40.03
10	718	Quitman	41.88	58	748	Ware	39.99
11	604	Baker	41.84	59	772	Dalton City (Whitfield)	39.97
12	776	Gainesville City (Hall)	41.73	60	715	Polk	39.92
13	766	Carrollton City (Carroll)	41.68	61	644	DeKalb	39.91
14	756	Wilcox	41.56	62	688	Lee	39.91
15	663	Glynn	41.51	63	725	Seminole	39.86
16	746	Walker	41.46	64	657	Floyd	39.84
17	647	Dougherty	41.42	65	626	Chattahoochee	39.83
18	646	Dooly	41.36	66	780	LaGrange City (Troup)	39.83
19	773	Decatur City (DeKalb)	41.32	67	650	Echols	39.80
20	736	Thomas	41.23	68	605	Baldwin	39.76
21	703	Montgomery	41.08	69	729	Sumter	39.76
22	655	Fannin	41.02	70	789	Thomasville City (Thomas)	39.76
23	765	Calhoun City (Gordon)	40.98	71	635	Colquitt	39.75
24	714	Pike	40.98	72	716	Pulaski	39.70
25	784	Pelham City (Mitchell)	40.89	73	759	Worth	39.70
26	616	Bulloch	40.88	74	645	Dodge	39.69
27	728	Stewart	40.88	75	692	Lowndes	39.67
28	610	Berrien	40.87	76	690	Lincoln	39.62
29	717	Putnam	40.85	77	713	Pierce	39.61
30	649	Early	40.82	78	639	Crawford	39.57
31	637	Cook	40.77	79	691	Long	39.56
32	734	Telfair	40.71	80	727	Stephens	39.56
33	774	Dublin City (Laurens)	40.68	81	699	Meriwether	39.49
34	753	Wheeler	40.67	82	671	Haralson	39.48
35	749	Warren	40.65	83	665	Grady	39.47
36	742	Turner	40.57	84	687	Laurens	39.47
37	743	Twiggs	40.56	85	623	Catoosa	39.44
38	602	Atkinson	40.49	86	781	Marietta City (Cobb)	39.44
39	672	Harris	40.45	87	721	Richmond	39.43
40	630	Clay	40.41	88	694	Macon	39.42
41	614	Brooks	40.39	* 89	101	Baker/Mitchell	39.40
42	754	White	40.38	90	737	Tift	39.40
43	611	Bibb	40.37	91	668	Habersham	39.39
44	705	Murray	40.35	92	767	Cartersville City (Bartow)	39.37
45	739	Towns	40.34	93	730	Talbot	39.36
46	612	Bleckley	40.26	94	735	Terrell	39.34
47	788	Thomaston City (Upson)	40.20	95	726	Spalding	39.33
48	708	Oconee	40.16	96	632	Clinch	39.32

* Consolidated Systems

Table XIV cont'd

Systems Ranked by Mean Age
(Oldest to Youngest)
1987-88

	Code	System Name	Age
97	722	Rockdale	39.29
98	601	Appling	39.21
99	684	Jones	39.21
100	603	Bacon	39.20
101	656	Fayette	39.19
102	719	Rabun	39.16
103	652	Elbert	39.13
104	750	Washington	39.12
105	670	Hancock	39.11
106	633	Cobb	39.06
107	677	Irwin	39.04
108	793	Vidalia City (Toombs)	39.04
109	740	Treutlen	39.01
110	712	Pickens	38.99
111	622	Carroll	38.98
112	631	Clayton	38.98
113	620	Camden	38.97
114	775	Fitzgerald City (Ben Hill)	38.97
115	666	Greene	38.97
116	686	Lanier	38.95
117	751	Wayne	38.92
118	627	Chattooga	38.87
119	707	Newton	38.82
120	785	Rome City (Floyd)	38.82
121	673	Hart	38.79
* 122	96	Marion/Schley/Webster	38.78
123	709	Oglethorpe	38.78
124	758	Wilkinson	38.78
125	659	Franklin	38.74
126	654	Evans	38.73
127	682	Jenkins	38.73
128	685	Lamar	38.73
129	792	Valdosta City (Lowndes)	38.71
130	628	Cherokee	38.68
131	704	Morgan	38.68
132	638	Coweta	38.67
133	606	Banks	38.65
134	791	Trion City (Chattooga)	38.64
135	771	Commerce City (Jackson)	38.63
136	745	Upson	38.63
137	636	Columbia	38.60
138	700	Miller	38.58
139	786	Social Circle City (Walton)	38.58
140	732	Tattnall	38.58
141	613	Brantley	38.56
142	679	Jasper	38.54
143	701	Mitchell	38.53
144	643	Decatur	38.44
145	696	Marion	38.42
146	624	Charlton	38.41
147	723	Schley	38.39
148	741	Troup	38.38
149	634	Coffee	38.33
150	641	Dade	38.31
151	680	Jeff Davis	38.26
152	747	Walton	38.26
153	618	Butts	38.23
154	664	Gordon	38.22
155	760	Americus City (Sumter)	38.21
156	653	Emanuel	38.20
157	698	McIntosh	38.18
158	755	Whitfield	38.18
159	640	Crisp	38.17
160	763	Bremen City (Haralson)	38.12
161	710	Paulding	38.12
162	779	Jefferson City (Jackson)	38.10
163	607	Barrow	38.07
164	615	Bryan	38.06
165	658	Forsyth	38.03
166	617	Burke	38.02
167	648	Douglas	37.97
168	720	Randolph	37.88
169	794	Waycross City (Ware)	37.85
170	661	Gilmer	37.83
171	681	Jefferson	37.77
172	724	Screven	37.71
173	757	Wilkes	37.71
174	675	Henry	37.57
175	693	Lumpkin	37.55
176	609	Ben Hill	37.49
177	667	Gwinnett	37.47
178	651	Effingham	37.45
179	695	Madison	37.39
180	769	Chickamauga City (Walker)	37.38
181	608	Bartow	37.37
182	764	Buford City (Gwinnett)	37.34
183	683	Johnson	37.15
184	702	Monroe	37.01
185	697	McDuffie	36.93
186	689	Liberty	36.67
187	642	Dawson	36.65
188	674	Heard	36.28
189	678	Jackson	35.51

* Consolidated Systems

State Experience

National survey statistics on years of experience are primarily collected for **teachers** and focus on the **total** number of years an individual has taught in a professional school setting. These studies report an aging U.S. teaching force--the average age of teachers is 41 years and the average years of experience is 16 (Carnegie Foundation, 1988; Feistritzer, 1986).

Table XV

State Experience
Mean Number of Years

1985-86	12.5
1986-87	12.7
1987-88	12.7

The mean number of years of State experience for all educational personnel in Georgia from 1985-86 through 1987-88 is displayed in Table XV. [Note: These data, present on the official C.P.I. Report/Certification Files used for these profiles and analyses, represent the number of years of approved experience for **payroll** purposes for each individual, i.e., "creditable experience," and include military experience. According to the Georgia Department of Education, education experience out-of-state is credited in different ways by different school systems. However, the currently available State experience information provides a close approximation of work force experience which parallels work force age profiles and is useful for trend analyses. For purposes of this report, the term "State experience" is used with the above context implied.]

For all three years, the mean number of years of State experience was approximately 13 years--12.5 for 1985-86 and 12.7 for both 1986-87 and 1987-88. The percentage of Georgia educational personnel with less than 20 years State experience has remained stable at 80 percent for all three years; thus, 20 percent of the total work force has 20 years or more State experience.

Although the number of educational personnel in the 0-4 year State experience cohort increased slightly during the three year period, the reverse occurred in the 5-9 year cohort. The 10-14 year State experience cohort numbers remained stable over the three year period. Both the 15-19 year and the 20-24 year experience cohorts increased in number over the same time period; the remaining experience cohorts, which include personnel with over 25 years State experience, remained stable.

Table XVI

Range Distribution of State Experience

Years of Experience	1985-86		1986-87		1987-88	
	Count	%	Count	%	Count	%
0- 4	11,627	16.7%	11,588	16.6%	12,571	17.4%
5- 9	18,034	25.9%	17,014	24.4%	16,759	23.2%
10-14	15,886	22.8%	15,806	22.7%	15,874	22.0%
15-19	10,468	15.0%	11,374	16.3%	12,567	17.4%
20-24	6,245	9.0%	6,750	9.7%	7,220	10.0%
25-29	4,321	6.2%	4,324	6.2%	4,422	6.1%
30-34	2,040	2.9%	1,925	2.8%	1,930	2.7%
35-39	844	1.2%	759	1.1%	753	1.0%
40-44	154	0.2%	117	0.2%	105	0.1%
Over 44	30	0.0%	29	0.0%	25	0.0%
Missing Cases	0	0.0%	0	0.0%	0	0.0%
Total:	69,649	100.0%	69,686	100.0%	72,226	100.0%

Percentages do not always sum to 100 due to rounding.

Numerical and percentage distributions of all Georgia educational personnel by years of State experience for each of the three years profiled are presented in Table XVI. As of June, 1988, 12,571 personnel or 17 percent of the total work force have between 0 and 4 years State experience; 16,759 or 23 percent have 5-9 years State experience; and 15,874 or 22 percent have 10-14 years State experience. Taken together, nearly two-thirds (63 percent) or 45,204 of the Georgia educational work force have between 0 and 14 years of State experience.

Work force numbers begin to decline at an accelerating pace after the fourteenth year State experience mark. As of June, 1988, only 12,567 persons or 17 percent of the Georgia work force fall in the 15-19 year State experience bracket, and only 7,220 persons or 10 percent have between 20 and 24 years State experience. At the far end of the State experience spectrum, 7,235 persons or 10 percent have 25 or more years experience in the Georgia public school work force; of this group, 4,422 or 6 percent fall in the 25-29 year experience group--potential candidates for retirement.

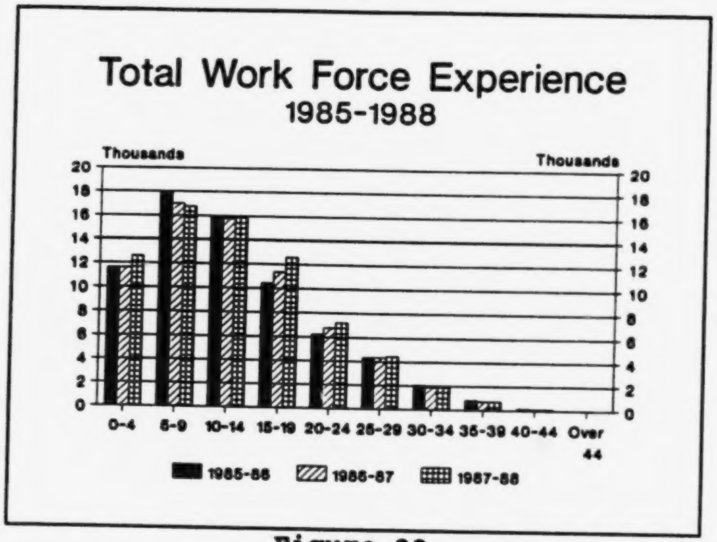

Figure 22

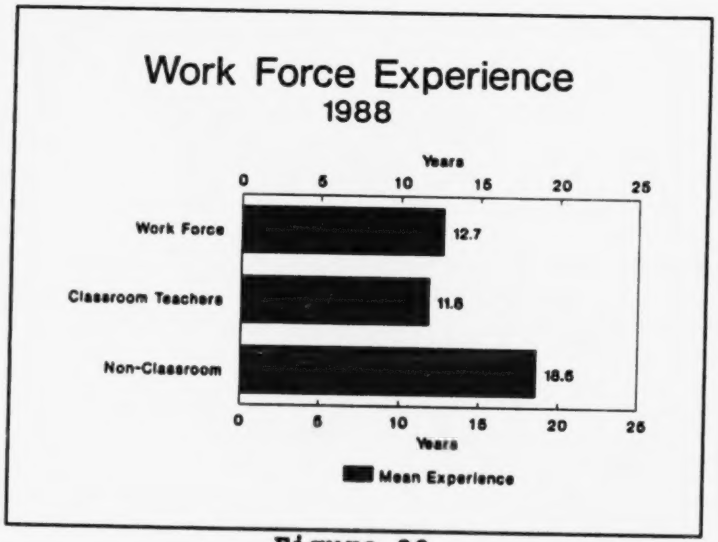

Figure 23

The mean number of years of State experience varies considerably for teachers at various levels and of different subject areas, for student services personnel, and for the various levels of administrative and supervisory personnel and other support services. For example, the mean State experience for the total 1987-88 Georgia work force is 12.7 years; when this total is separated into classroom and non-classroom personnel, the mean experience for the classroom teachers is 11.8 years while the mean experience for non-classroom personnel is 18.6 years--a 6.8 year State experience differential.

In contrast, national survey statistics on teaching experience focus on the total number of years an individual has taught in a professional school setting. As stated earlier, these studies report that the national teaching force is aging. The Carnegie Foundation's 1987 National Survey of Public School Teachers reports that 10 percent of the nation's teachers have been teaching for 5 years or less while 40 percent have been teaching for 6-15 years; another 34 percent have between 16 and 24 years total teaching experience; the remaining 16 percent have 25 years or more teaching experience (Carnegie Foundation, 1988).

Table XVII presents mean years of State experience disaggregated by the various personnel subgroups for each of the three years profiled: 1985-86; 1986-87; and 1987-88.

Kindergarten teachers have the smallest mean State experience of all personnel subgroups, increasing slightly (.8) over the three year period from a mean of 8.6 years in 1985-86 to 9.4 years in 1987-88. Together with elementary instructional specialists, special education teachers also have one of the smallest mean years State experience--9.5 years in 1985-86, increasing to 10.4 years in 1987-88.

Secondary teachers mean State experience most closely resembles that of the overall State mean, averaging 12.5 years for all three years; elementary teachers average slightly less (12.1 for all three years). The mean State experience for student services personnel has remained stable at slightly over 16 and one-half years (16.6 for all three years). The administrative and supervisory subgroup, which includes principals, curriculum specialists/directors, building-level supervisors, and other area administrators, has remained stable at 19 years State experience. Superintendents have remained at a relatively steady 24 years of State experience during the three year period.

Table XVII

Personnel Classification by State Experience

	1985-86		1986-87		1987-88	
	Division Work Force	Mean Experience	Division Work Force	Mean Experience	Division Work Force	Mean Experience
Kindergarten	3,768	8.62	4,040	9.18	4,266	9.39
* Elementary	26,563	12.32	29,157	11.79	28,761	12.13
Inst. Specialists	1,492	10.45	1,880	10.18	2,409	10.04
* Secondary	16,722	12.00	15,031	12.97	15,379	12.39
* Vocational	4,274	12.32	2,967	13.29	4,318	13.62
Special Education	7,847	9.52	7,348	10.33	7,692	10.36
Student Services	1,999	16.46	2,010	16.73	2,088	16.67
Admin/Supervisory	6,739	18.94	7,033	18.95	7,093	18.95
Superintendents	187	23.59	186	23.68	186	24.15
RESA Directors	16	29.88	16	27.31	16	27.13
Missing Cases	42		18		18	
Total:	69,649	12.48	69,686	12.66	72,226	12.69

* In 1986-87 and 1987-88, DOE procedures obscured secondary/vocational codes.

Figures 24-26 illustrate the numbers and percentages of classroom teachers grouped by years of State experience (as reported for payroll purposes on the C.P.I. Reports/Certification Files) for the 1986, 1987, and 1988 school years. The aggregated data is reported beginning at the 0 year State experience level through the 40 year State experience level. The aggregate patterns are similar for all three years; for each year, there is a steady decline in the teacher work force from about the fourteenth year.

Understandably, and corresponding to their large numbers in the work force, teacher work force distributions by years of State experience closely resemble the distributions of the work force as a whole. As of June, 1988, the total number of teachers with less than 5 years (0-4 years) State experience is 12,238 or 20 percent. Twenty-five percent (15,973) of the 1988 total teacher work force has 5-9 years State experience; 22 percent (13,960) have 10-14 years State experience; thus, two-thirds (67 percent) of the total teacher work force, or 42,171 teachers, have between 0 and 14 years State experience.

The remaining 33 percent of the teacher work force is distributed as follows: 10,128 teachers (16 percent) have 15-19 years State experience; 5,482 teachers (9 percent) have 20-24 years State experience (the possible early retirement group); and 5,044 teachers (8 percent) have 25 or more years State experience.

Teachers 1985-86

Years of Experience	Count	%
0- 4	11,258	18.6%
5- 9	17,188	28.3%
10-14	13,947	23.0%
15-19	8,365	13.8%
20-24	4,750	7.8%
25-29	3,113	5.1%
30-34	1,386	2.3%
35-39	528	0.9%
40-44	112	0.2%
Over 44	19	0.0%
Missing Cases	0	0.0%
Total:	60,666	100.0%

Mean Experience: 11.6

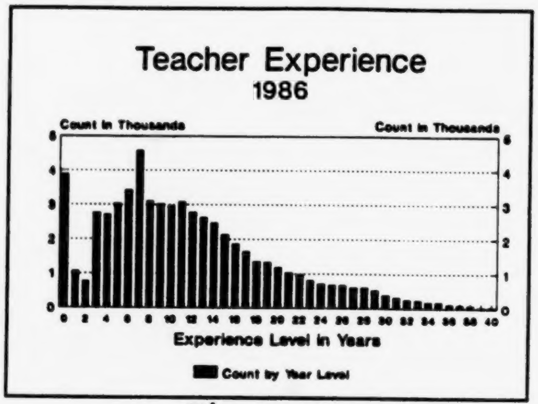

Figure 24

Teachers 1986-87

Years of Experience	Count	%
0- 4	11,280	18.7%
5- 9	16,179	26.8%
10-14	13,850	22.9%
15-19	9,084	15.0%
20-24	5,106	8.5%
25-29	3,077	5.1%
30-34	1,285	2.1%
35-39	468	0.8%
40-44	76	0.1%
Over 44	18	0.0%
Missing Cases	0	0.0%
Total:	60,423	100.0%

Mean Experience: 11.8

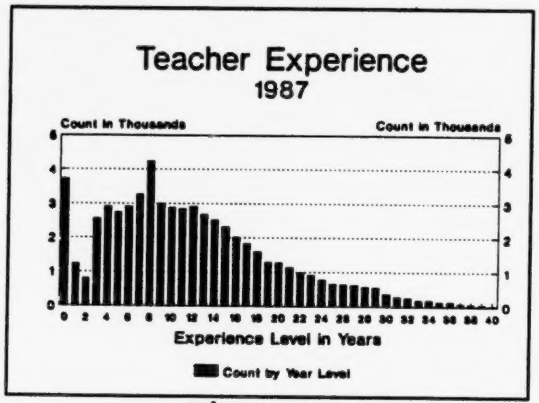

Figure 25

Teachers 1987-88

Years of Experience	Count	%
0- 4	12,238	19.5%
5- 9	15,973	25.4%
10-14	13,960	22.2%
15-19	10,128	16.1%
20-24	5,482	8.7%
25-29	3,172	5.0%
30-34	1,324	2.1%
35-39	465	0.7%
40-44	68	0.1%
Over 44	15	0.0%
Missing Cases	0	0.0%
Total:	62,825	100.0%

Mean Experience: 11.8

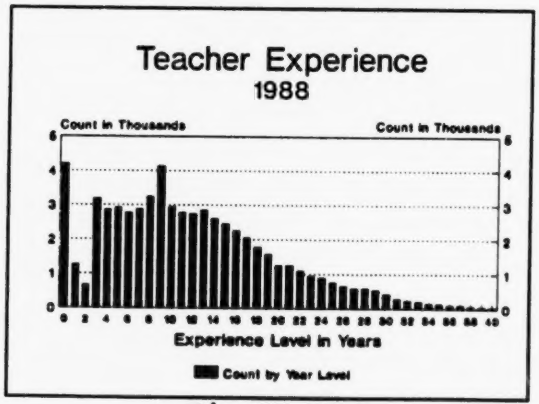

Figure 26

Percentages do not always sum to 100 due to rounding.

Administration 1985-86

Years of Experience	Count	%
0- 4	199	2.9%
5- 9	562	8.1%
10-14	1,454	21.0%
15-19	1,682	24.2%
20-24	1,204	17.3%
25-29	994	14.3%
30-34	539	7.8%
35-39	259	3.7%
40-44	36	0.5%
Over 44	11	0.2%
Missing Cases	0	0.0%
Total:	6,940	100.0%

Mean Experience: 19.1

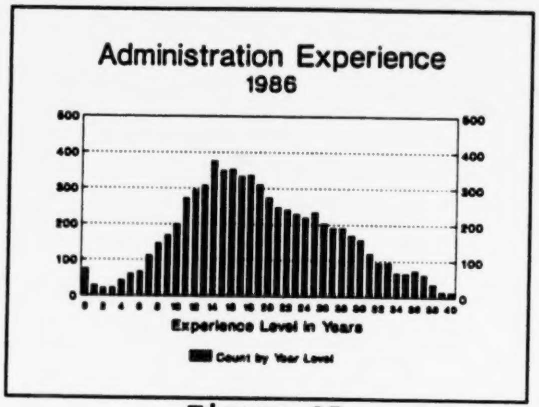

Figure 27

Administration 1986-87

Years of Experience	Count	%
0- 4	167	2.3%
5- 9	574	7.9%
10-14	1,473	20.4%
15-19	1,846	25.5%
20-24	1,337	18.5%
25-29	1,018	14.1%
30-34	535	7.4%
35-39	238	3.3%
40-44	35	0.5%
Over 44	11	0.2%
Missing Cases	0	0.0%
Total:	7,234	100.0%

Mean Experience: 19.1

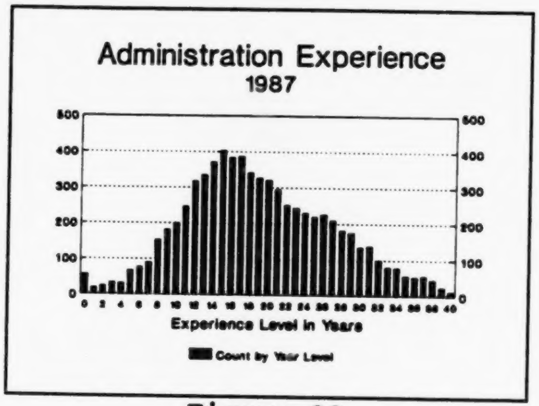

Figure 28

Administration 1987-88

Years of Experience	Count	%
0- 4	176	2.4%
5- 9	524	7.2%
10-14	1,451	19.9%
15-19	1,928	26.4%
20-24	1,417	19.4%
25-29	1,020	14.0%
30-34	504	6.9%
35-39	231	3.2%
40-44	33	0.5%
Over 44	9	0.1%
Missing Cases	0	0.0%
Total:	7,293	100.0%

Mean Experience: 19.1

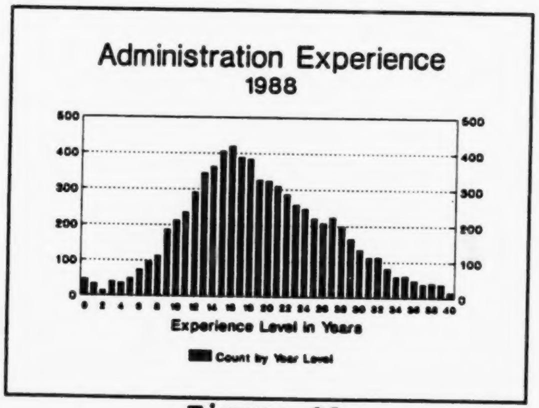

Figure 29

Percentages do not always sum to 100 due to rounding.

Administration includes administrative/supervisory personnel, superintendents, and RESA directors.

Principals/Asst. 1985-86

Years of Experience	Count	%
0- 4	20	0.7%
5- 9	120	4.3%
10-14	568	20.3%
15-19	768	27.4%
20-24	525	18.7%
25-29	419	15.0%
30-34	238	8.5%
35-39	126	4.5%
40-44	14	0.5%
Over 44	3	0.1%
Missing Cases	0	0.0%
Total:	2,801	100.0%

Mean Experience: 20.3

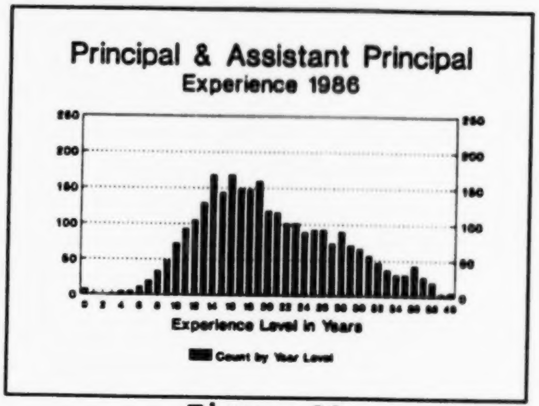

Figure 30

Principals/Asst. 1986-87

Years of Experience	Count	%
0- 4	21	0.7%
5- 9	138	4.6%
10-14	570	19.1%
15-19	838	28.1%
20-24	618	20.7%
25-29	438	14.7%
30-34	229	7.7%
35-39	109	3.7%
40-44	14	0.5%
Over 44	4	0.1%
Missing Cases	0	0.0%
Total:	2,979	100.0%

Mean Experience: 20.0

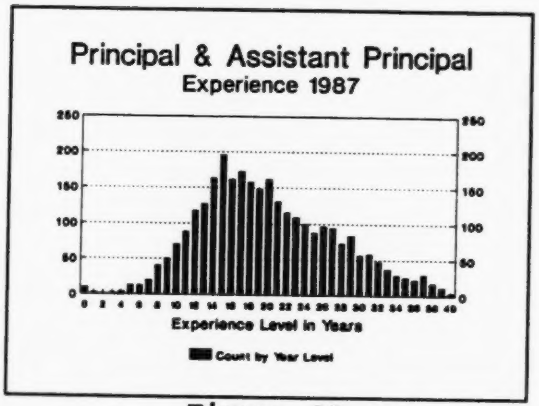

Figure 31

Principals/Asst. 1987-88

Years of Experience	Count	%
0- 4	15	0.5%
5- 9	142	4.6%
10-14	587	18.8%
15-19	915	29.4%
20-24	676	21.7%
25-29	439	14.1%
30-34	222	7.1%
35-39	101	3.2%
40-44	16	0.5%
Over 44	4	0.1%
Missing Cases	0	0.0%
Total:	3,117	100.0%

Mean Experience: 19.9

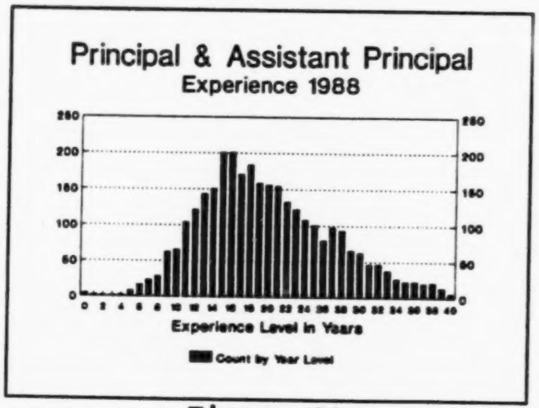

Figure 32

Percentages do not always sum to 100 due to rounding.

Trend data for mean years of State experience of males and females are illustrated in Figures 33-34. For example, as of June, 1988, 66 percent of the female work force has between 0 and 14 years State experience, compared to 51 percent of the male work force in the same experience group. The 15-29 years State experience groups include 31 percent of the women and 43 percent of the men.

When each gender is examined separately over the three-year period, somewhat similar patterns exist. In the 5-9 year experience subgroup, the percentage of men decreased 2.4 percent during the three-year period while the percentage of women decreased 3 percent. However, for the 10-14 year experience subgroup, the percentage of men decreased 2.1 percent but women decreased only .6 percent. The percentages of men and women both increased 2.3 percent in the 15-19 year experience subgroup during the three-year period. More meaningful trend analysis on gender differences by years of State experience will be possible as future years are tracked.

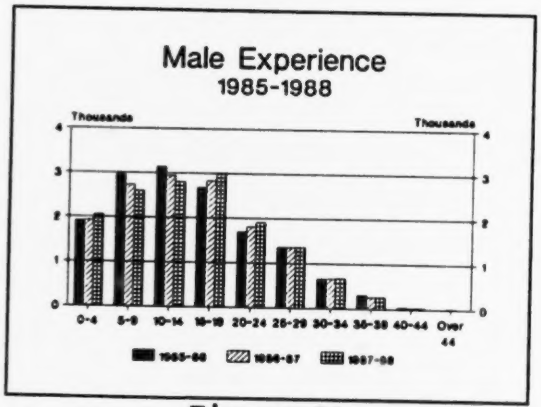

Figure 33

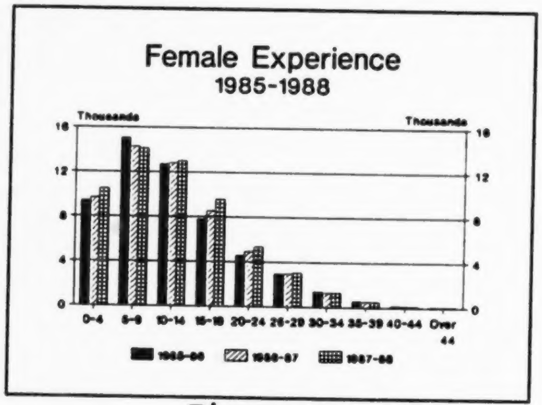

Figure 34

Total Work Force

Males 1985-86

Years of Experience	Count	%
0- 4	1,921	13.0%
5- 9	2,971	20.1%
10-14	3,150	21.3%
15-19	2,675	18.1%
20-24	1,696	11.5%
25-29	1,360	9.2%
30-34	663	4.5%
35-39	310	2.1%
40-44	34	0.2%
Over 44	2	0.0%
Missing Cases	0	0.0%
Total:	14,782	100.0%

Males 1986-87

Years of Experience	Count	%
0- 4	1,927	13.2%
5- 9	2,733	18.8%
10-14	2,950	20.3%
15-19	2,835	19.5%
20-24	1,817	12.5%
25-29	1,359	9.3%
30-34	653	4.5%
35-39	258	1.8%
40-44	26	0.2%
Over 44	3	0.0%
Missing Cases	0	0.0%
Total:	14,561	100.0%

Males 1987-88

Years of Experience	Count	%
0- 4	2,064	14.0%
5- 9	2,597	17.7%
10-14	2,815	19.2%
15-19	2,995	20.4%
20-24	1,912	13.0%
25-29	1,363	9.3%
30-34	665	4.5%
35-39	255	1.7%
40-44	25	0.2%
Over 44	2	0.0%
Missing Cases	0	0.0%
Total:	14,693	100.0%

Females 1985-86

Years of Experience	Count	%
0- 4	9,409	17.2%
5- 9	15,063	27.6%
10-14	12,736	23.3%
15-19	7,791	14.3%
20-24	4,548	8.3%
25-29	2,961	5.4%
30-34	1,377	2.5%
35-39	534	1.0%
40-44	120	0.2%
Over 44	28	0.1%
Missing Cases	0	0.0%
Total:	54,567	100.0%

Females 1986-87

Years of Experience	Count	%
0- 4	9,661	17.5%
5- 9	14,281	25.9%
10-14	12,856	23.3%
15-19	8,539	15.5%
20-24	4,933	8.9%
25-29	2,965	5.4%
30-34	1,272	2.3%
35-39	501	0.9%
40-44	91	0.2%
Over 44	26	0.0%
Missing Cases	0	0.0%
Total:	55,125	100.0%

Females 1987-88

Years of Experience	Count	%
0- 4	10,507	18.3%
5- 9	14,162	24.6%
10-14	13,059	22.7%
15-19	9,572	16.6%
20-24	5,308	9.2%
25-29	3,059	5.3%
30-34	1,265	2.2%
35-39	498	0.9%
40-44	80	0.1%
Over 44	23	0.0%
Missing Cases	0	0.0%
Total:	57,533	100.0%

Percentages do not always sum to 100 due to rounding.

Table XVIII

Systems Ranked by Mean Experience
(Highest to Lowest)
1985-86

	Code	System Name	Experience
1	761	Atlanta City (Fulton)	18.05
2	604	Baker	17.79
3	718	Quitman	17.58
4	752	Webster	16.85
5	621	Candler	16.30
6	788	Thomaston City (Upson)	15.90
7	619	Calhoun	15.81
8	729	Sumter	14.92
9	696	Marion	14.55
10	759	Worth	14.54
11	649	Early	14.53
12	647	Dougherty	14.50
13	646	Dooly	14.48
14	765	Calhoun City (Gordon)	14.45
* 15	128	Quitman/Stewart	14.45
16	776	Gainesville City (Hall)	14.38
17	690	Lincoln	14.30
18	611	Bibb	14.19
19	756	Wilcox	14.19
20	630	Clay	14.17
21	739	Towns	13.98
22	645	Dodge	13.96
23	670	Hancock	13.92
24	740	Treutlen	13.89
25	774	Dublin City (Laurens)	13.87
26	706	Muscogee	13.87
27	700	Miller	13.85
28	617	Burke	13.70
29	684	Jones	13.66
30	743	Twiggs	13.66
31	766	Carrollton City (Carroll)	13.60
32	616	Bulloch	13.52
33	751	Wayne	13.52
34	784	Pelham City (Mitchell)	13.48
35	772	Dalton City (Whitfield)	13.46
36	614	Brooks	13.45
37	711	Peach	13.41
38	734	Telfair	13.40
39	754	White	13.35
40	601	Appling	13.31
41	603	Bacon	13.29
42	703	Montgomery	13.29
43	746	Walker	13.28
44	612	Bleckley	13.27
45	659	Franklin	13.27
46	749	Warren	13.25
47	632	Clinch	13.24
48	663	Glynn	13.24
49	666	Greene	13.24
50	657	Floyd	13.15
51	767	Cartersville City (Bartow)	13.10
52	750	Washington	13.09
53	771	Commerce City (Jackson)	13.08
54	694	Macon	13.08
55	618	Butts	13.06
56	635	Colquitt	13.06
57	602	Atkinson	13.05
58	791	Trion City (Chattooga)	13.05
59	655	Fannin	13.03
60	676	Houston	13.00
61	735	Terrell	12.97
62	773	Decatur City (DeKalb)	12.96
63	685	Lamar	12.94
64	680	Jeff Davis	12.88
65	721	Richmond	12.88
66	736	Thomas	12.83
67	789	Thomasville City (Thomas)	12.82
68	625	Chatham	12.81
69	713	Pierce	12.78
70	610	Berrien	12.77
71	671	Haralson	12.75
72	708	Oconee	12.73
73	641	Dade	12.71
74	715	Polk	12.70
75	781	Marietta City (Cobb)	12.68
76	672	Harris	12.62
77	668	Habersham	12.60
78	697	McDuffie	12.60
79	730	Talbot	12.59
80	719	Rabun	12.58
81	692	Lowndes	12.57
82	785	Rome City (Floyd)	12.52
83	677	Irwin	12.51
84	727	Stephens	12.51
85	733	Taylor	12.51
86	744	Union	12.51
87	699	Meriwether	12.50
88	728	Stewart	12.48
89	795	West Po[illegible]ity	12.47
90	714	Pike	12.46
91	637	Cook	12.45
92	704	Morgan	12.44
93	605	Baldwin	12.43
94	681	Jefferson	12.42
95	725	Seminole	12.38
96	688	Lee	12.37

* Consolidated Systems

Table XVIII cont'd

Systems Ranked by Mean Experience
(Highest to Lowest)
1985-86

	Code	System Name	Experience		Code	System Name	Experience
97	717	Putnam	12.37	144	633	Cobb	11.30
98	742	Turner	12.35	145	709	Oglethorpe	11.26
99	758	Wilkinson	12.35	146	674	Heard	11.24
100	624	Charlton	12.34	147	609	Ben Hill	11.22
101	726	Spalding	12.34	148	623	Catoosa	11.20
* 102	101	Baker/Mitchell	12.31	149	716	Pulaski	11.15
103	691	Long	12.30	150	640	Crisp	11.04
104	753	Wheeler	12.29	151	634	Coffee	11.02
105	652	Elbert	12.28	152	741	Troup	11.02
106	683	Johnson	12.26	153	792	Valdosta City (Lowndes)	11.02
107	653	Emanuel	12.22	154	622	Carroll	11.01
108	738	Toombs	12.22	155	702	Monroe	10.98
109	644	DeKalb	12.21	156	764	Buford City (Gwinnett)	10.95
110	650	Echols	12.18	157	769	Chickamauga City (Walker)	10.92
111	705	Murray	12.17	158	661	Gilmer	10.91
112	627	Chattooga	12.16	159	755	Whitfield	10.86
113	698	McIntosh	12.14	160	686	Lanier	10.85
114	643	Decatur County	12.10	161	656	Fayette	10.83
115	669	Hall	12.08	162	664	Gordan	10.81
116	687	Laurens	12.07	163	695	Madison	10.79
117	763	Bremen City (Haralson)	11.97	164	707	Newton	10.73
118	722	Rockdale	11.94	165	654	Evans	10.72
119	638	Coweta	11.93	166	628	Cherokee	10.66
120	631	Clayton	11.92	167	606	Banks	10.61
121	639	Crawford	11.92	168	747	Walton	10.55
122	665	Grady	11.92	169	648	Douglas	10.51
123	732	Tattnall	11.92	170	720	Randolph	10.47
124	701	Mitchell	11.91	171	607	Barrow	10.41
125	682	Jenkins	11.89	172	710	Paulding	10.37
126	748	Ware	11.76	173	712	Pickens	10.37
127	673	Hart	11.73	174	724	Screven	10.35
128	679	Jasper	11.73	175	667	Gwinnett	10.33
129	760	Americus City (Sumter)	11.69	176	675	Henry	10.28
130	737	Tift	11.69	177	636	Columbia	10.27
131	629	Clarke	11.68	178	778	Hogansville City (Troup)	10.12
132	775	Fitzgerald City (Ben Hill)	11.68	179	745	Upson	10.11
133	794	Waycross City (Ware)	11.60	180	658	Forsyth	9.72
134	793	Vidalia City (Toombs)	11.55	181	608	Bartow	9.49
135	780	LaGrange City (Troup)	11.52	182	651	Effingham	9.49
136	620	Camden	11.49	183	615	Bryan	9.42
137	757	Wilkes	11.46	184	642	Dawson	9.41
138	693	Lumpkin	11.41	185	678	Jackson	9.39
139	723	Schley	11.41	186	689	Liberty	8.96
140	660	Fulton	11.39	187	779	Jefferson City (Jackson)	8.95
* 141	96	Marion/Schley/Webster	11.39	188	626	Chattahoochee	8.85
142	613	Brantley	11.32	189	786	Social Circle City (Walton)	7.66
143	662	Glascock	11.31	190	731	Taliaferro	7.24

* Consolidated Systems

Table XIX

Systems Ranked by Mean Experience
(Highest to Lowest)
1986-87

	Code	System Name	Experience
1	761	Atlanta City (Fulton)	18.26
2	718	Quitman	17.53
* 3	128	Quitman/Stewart	17.53
4	619	Calhoun	16.62
5	621	Candler	15.99
6	752	Webster	15.86
7	604	Baker	15.54
8	788	Thomaston City (Upson)	15.38
9	765	Calhoun City (Gordon)	15.28
10	731	Taliaferro	15.21
11	646	Dooly	14.89
12	649	Early	14.89
13	776	Gainesville City (Hall)	14.79
14	647	Dougherty	14.73
15	696	Marion	14.51
16	739	Towns	14.38
17	774	Dublin City (Laurens)	14.24
18	766	Carrollton City (Carroll)	14.17
19	759	Worth	14.17
20	734	Telfair	14.13
21	611	Bibb	14.09
22	771	Commerce City (Jackson)	14.05
23	706	Muscogee	13.98
24	743	Twiggs	13.95
25	711	Peach	13.90
26	645	Dodge	13.89
27	690	Lincoln	13.85
28	740	Treutlen	13.82
29	703	Montgomery	13.75
30	681	Jefferson	13.66
31	670	Hancock	13.61
32	730	Talbot	13.59
33	767	Cartersville (Bartow)	13.58
34	736	Thomas	13.58
35	616	Bulloch	13.57
36	756	Wilcox	13.56
37	746	Walker	13.55
38	663	Glynn	13.54
39	684	Jones	13.54
40	773	Decatur City (DeKalb)	13.52
41	700	Miller	13.52
42	617	Burke	13.51
43	657	Floyd	13.51
44	630	Clay	13.48
45	655	Fannin	13.47
46	601	Appling	13.46
47	610	Berrien	13.45
48	729	Sumter	13.44
49	612	Bleckley	13.42
50	725	Seminole	13.42
51	719	Rabun	13.38
52	635	Colquitt	13.33
53	614	Brooks	13.32
54	728	Stewart	13.29
55	717	Putnam	13.28
56	694	Macon	13.27
57	701	Mitchell	13.25
58	749	Warren	13.25
59	772	Dalton City (Whitfield)	13.20
60	602	Atkinson	13.17
61	676	Houston	13.13
62	603	Bacon	13.10
63	659	Franklin	13.10
64	785	Rome City (Floyd)	13.10
65	753	Wheeler	13.09
66	714	Pike	12.99
67	789	Thomasville City (Thomas)	12.98
68	754	White	12.97
69	685	Lamar	12.96
70	781	Marietta (Cobb)	12.96
71	652	Elbert	12.95
72	735	Terrell	12.95
73	750	Washington	12.95
74	760	Americus City (Sumter)	12.93
75	713	Pierce	12.93
76	666	Greene	12.92
77	691	Long	12.92
78	715	Polk	12.90
79	742	Turner	12.89
80	744	Union	12.88
81	698	McIntosh	12.82
82	727	Stephens	12.82
* 83	101	Baker/Mitchell	12.81
84	662	Glascock	12.79
85	733	Taylor	12.79
86	625	Chatham	12.78
87	653	Emanuel	12.77
88	679	Jasper	12.76
89	699	Meriwether	12.76
90	605	Baldwin	12.74
91	677	Irwin	12.72
* 92	96	Marion/Schley/Webster	12.68
93	758	Wilkinson	12.67
94	704	Morgan	12.66
95	751	Wayne	12.66
96	632	Clinch	12.64

* Consolidated Systems

Table XIX cont'd

Systems Ranked by Mean Experience
(Highest to Lowest)
1986-87

	Code	System Name	Experience
97	639	Crawford	12.64
98	738	Toombs	12.63
99	618	Butts	12.62
100	665	Grady	12.62
101	697	McDuffie	12.61
102	637	Cook	12.60
103	668	Habersham	12.56
104	692	Lowndes	12.56
105	721	Richmond	12.56
106	748	Ware	12.51
107	784	Pelham City (Mitchell)	12.49
108	683	Johnson	12.48
109	680	Jeff Davis	12.47
110	673	Hart	12.46
111	672	Harris	12.45
112	688	Lee	12.45
113	708	Oconee	12.43
114	638	Coweta	12.42
115	726	Spalding	12.42
116	791	Trion (Chattooga)	12.42
117	763	Bremen City (Haralson)	12.40
118	687	Laurens	12.39
119	671	Haralson	12.38
120	775	Fitzgerald (Ben Hill)	12.33
121	722	Rockdale	12.33
122	644	DeKalb	12.32
123	705	Murray	12.25
124	650	Echols	12.24
125	631	Clayton	12.20
126	641	Dade	12.20
127	780	LaGrange City (Troup)	12.19
128	669	Hall	12.12
129	778	Hogansville (Troup)	12.07
130	629	Clarke	12.05
131	757	Wilkes	12.05
132	737	Tift	11.98
133	682	Jenkins	11.90
134	794	Waycross (Ware)	11.90
135	613	Brantley	11.89
136	627	Chattooga	11.82
137	624	Charlton	11.81
138	640	Crisp	11.79
139	660	Fulton	11.75
140	643	Decatur County	11.67
141	661	Gilmer	11.62
142	716	Pulaski	11.58
143	764	Buford City (Gwinnett)	11.53
144	709	Oglethorpe	11.46
145	622	Carroll	11.44
146	623	Catoosa	11.43
147	695	Madison	11.43
148	720	Randolph	11.42
149	707	Newton	11.40
150	633	Cobb	11.37
151	664	Gordan	11.37
152	654	Evans	11.33
153	732	Tattnall	11.31
154	634	Coffee	11.27
155	724	Screven	11.27
156	606	Banks	11.25
157	747	Walton	11.24
158	792	Valdosta (Lowndes)	11.20
159	609	Ben Hill	11.06
160	741	Troup	11.01
161	620	Camden	11.00
162	656	Fayette	11.00
163	702	Monroe	10.98
164	628	Cherokee	10.94
165	755	Whitfield	10.92
166	793	Vidalia (Toombs)	10.90
167	607	Barrow City	10.77
168	636	Columbia	10.77
169	710	Paulding	10.77
170	723	Schley	10.74
171	648	Douglas	10.72
172	675	Henry	10.65
173	712	Pickens	10.54
174	686	Lanier	10.53
175	693	Lumpkin	10.47
176	667	Gwinnett	10.37
177	658	Forsyth	10.32
178	674	Heard	10.30
179	769	Chickamauga (Walker)	10.16
180	608	Bartow	10.14
181	745	Upson	10.11
182	626	Chattahoochee	10.04
183	642	Dawson	9.96
184	779	Jefferson (Jackson)	9.86
185	651	Effingham	9.85
186	615	Bryan	9.72
187	689	Liberty	9.42
188	678	Jackson	9.12
189	786	Social Circle City (Walton)	3.50

Table XX

Systems Ranked by Mean Experience (Highest to Lowest) 1987-88

	Code	System Name	Experience
1	761	Atlanta City (Fulton)	18.19
* 2	128	Quitman/Stewart	17.76
3	752	Webster	17.20
4	604	Baker	16.81
5	621	Candler	16.00
6	619	Calhoun	15.99
7	718	Quitman	15.78
8	670	Hancock	15.08
9	649	Early	15.06
10	731	Taliaferro	14.92
11	646	Dooly	14.91
12	788	Thomaston City (Upson)	14.91
13	765	Calhoun City (Gordon)	14.88
14	739	Towns	14.85
15	647	Dougherty	14.56
16	776	Gainesville City (Hall)	14.42
17	706	Muscogee	14.35
18	756	Wilcox	14.27
19	690	Lincoln	14.23
20	610	Berrien	14.22
21	734	Telfair	14.18
22	749	Warren	14.18
23	611	Bibb	14.01
24	767	Cartersville (Bartow)	13.97
25	774	Dublin City (Laurens)	13.97
26	645	Dodge	13.93
27	717	Putnam	13.87
28	771	Commerce City (Jackson)	13.82
29	663	Glynn	13.78
30	655	Fannin	13.77
31	714	Pike	13.73
32	766	Carrollton City (Carroll)	13.72
33	703	Montgomery	13.71
34	728	Stewart	13.69
35	603	Bacon	13.67
36	612	Bleckley	13.67
37	736	Thomas	13.64
38	743	Twiggs	13.63
39	602	Atkinson	13.58
40	694	Macon	13.57
41	616	Bulloch	13.54
42	601	Appling	13.53
43	725	Seminole	13.53
44	746	Walker	13.51
45	630	Clay	13.47
46	759	Worth	13.47
47	754	White	13.37
48	676	Houston	13.35
49	614	Brooks	13.34
50	617	Burke	13.33
51	666	Greene	13.33
52	733	Taylor	13.30
53	740	Treutlen	13.30
54	657	Floyd	13.28
55	742	Turner	13.28
56	659	Franklin	13.27
57	727	Stephens	13.21
58	662	Glascock	13.19
59	673	Hart	13.16
60	684	Jones	13.15
61	785	Rome City (Floyd)	13.15
62	635	Colquitt	13.14
63	730	Talbot	13.13
64	701	Mitchell	13.09
65	789	Thomasville City (Thomas)	13.09
66	711	Peach	13.08
67	784	Pelham City (Mitchell)	13.08
68	700	Miller	13.07
69	791	Trion (Chattooga)	13.05
70	605	Baldwin	13.04
71	632	Clinch	13.04
72	772	Dalton City (Whitfield)	13.04
73	699	Meriwether	13.03
74	781	Marietta (Cobb)	13.01
75	713	Pierce	13.01
76	705	Murray	12.97
77	625	Chatham	12.95
78	773	Decatur City (DeKalb)	12.95
79	738	Toombs	12.95
80	672	Harris	12.91
81	637	Cook	12.84
82	677	Irwin	12.82
83	704	Morgan	12.79
84	708	Oconee	12.79
85	748	Ware	12.79
86	751	Wayne	12.78
87	668	Habersham	12.75
88	750	Washington	12.73
89	753	Wheeler	12.73
90	652	Elbert	12.72
91	735	Terrell	12.72
92	744	Union	12.72
93	650	Echols	12.71
94	687	Laurens	12.71
95	780	LaGrange City (Troup)	12.67
96	618	Butts	12.64

* Consolidated Systems

Table XX cont'd

Systems Ranked by Mean Experience
(Highest to Lowest)
1987-88

	Code	System Name	Experience
97	758	Wilkinson	12.64
98	669	Hall	12.62
99	680	Jeff Davis	12.62
100	715	Polk	12.62
101	721	Richmond	12.59
102	638	Coweta	12.57
103	665	Grady	12.50
104	679	Jasper	12.45
105	688	Lee	12.42
106	692	Lowndes	12.42
107	691	Long	12.39
108	631	Clayton	12.38
109	726	Spalding	12.38
110	729	Sumter	12.36
* 111	101	Baker/Mitchell	12.34
112	644	DeKalb	12.34
113	757	Wilkes	12.34
114	778	Hogansville (Troup)	12.29
115	641	Dade	12.26
116	681	Jefferson	12.21
117	775	Fitzgerald (Ben Hill)	12.2
118	639	Crawford	12.19
119	722	Rockdale	12.19
120	697	McDuffie	12.13
121	794	Warcross (Ware)	12.11
122	696	Marion	12.10
123	613	Brantley	12.07
124	685	Lamar	12.05
125	737	Tift	12.03
126	671	Haralson	11.97
127	653	Emanuel	11.95
128	719	Rabun	11.94
129	623	Catoosa	11.93
130	707	Newton	11.93
131	654	Evans	11.86
132	629	Clarke	11.83
133	764	Buford City (Gwinnett)	11.82
134	660	Fulton	11.82
135	682	Jenkins	11.82
136	624	Charlton	11.81
137	640	Crisp	11.76
138	664	Gordan	11.76
139	661	Gilmer	11.74
140	755	Whitfield	11.74
* 141	96	Marion/Schley/Webster	11.73
142	763	Bremen City (Haralson)	11.65
143	622	Carroll	11.63
144	643	Decatur County	11.63
145	792	Valdosta (Lowndes)	11.61
146	634	Coffee	11.60
147	732	Tattnall	11.56
148	793	Vidalia (Toombs)	11.55
149	627	Chattooga	11.52
150	724	Screven	11.52
151	760	Americus City (Sumter)	11.50
152	716	Pulaski	11.50
153	747	Walton	11.48
154	633	Cobb	11.39
155	720	Randolph	11.37
156	698	McIntosh	11.32
157	709	Oglethorpe	11.32
158	683	Johnson	11.27
159	712	Pickens	11.26
160	606	Banks	11.20
161	686	Lanier	11.20
162	648	Douglas	11.19
163	656	Fayette	11.15
164	779	Jefferson (Jackson)	11.15
165	702	Monroe	11.15
166	609	Ben Hill	11.14
167	628	Cherokee	11.10
168	710	Paulding	11.06
169	636	Columbia	11.03
170	607	Barrow City	10.99
171	695	Madison	10.95
172	769	Chickamauga (Walker)	10.94
173	620	Camden	10.83
174	608	Bartow	10.77
175	745	Upson	10.72
176	741	Troup	10.70
177	675	Henry	10.67
178	674	Heard	10.59
179	642	Dawson	10.51
180	667	Gwinnett	10.43
181	626	Chattahoochee	10.34
182	658	Forsyth	10.33
183	651	Effingham	10.07
184	786	Social Circle City (Walton)	10.03
185	693	Lumpkin	9.90
186	615	Bryan	9.81
187	689	Liberty	9.41
188	678	Jackson	8.85
189	723	Schley	8.85

* Consolidated Systems

CHAPTER 2: GEORGIA PUBLIC SCHOOL ATTRITION

NATIONAL PERSPECTIVE

Of the three components necessary to obtain accurate forecasts of the demand for new teachers--enrollments, student/teacher ratios, and teacher attrition--teacher attrition is by far the most important and the most sensitive. However, it is also the most difficult to estimate.

Teachers now in the classroom represent the bulk of teacher supply. Therefore, the first step must be an attempt to project how many people will continue to teach from one year to the next and into the future. To determine that figure, statisticians estimate the "attrition" or "separation" rate--the number of people who will leave teaching either for retirement or other reasons. Until recently, the Center for Education Statistics has based its national projections on a 6 percent attrition rate which was computed in 1969; the current validity of this statistic is debatable. In contrast, for 1983-84, the Bureau of Labor Statistics calculated an attrition rate for elementary and secondary teachers of roughly 9 percent. According to RAND corporation studies conducted in a number of states, the difference between these two attrition rates amounts to 500,000 teachers between now and 1992-93 (RAND, 1987, 1986; Feistritzer, 1986; NCES, 1986; WICHE, 1986). Estimates also differ on the question of whether the attrition rate will remain relatively stable, decrease, or surge in the coming decade. The 1988 edition of the NCES Projections of Education Statistics to 1997-98 cites unpublished tables from the Bureau of Labor Statistics which indicate that the turnover rate for elementary teachers fell from 7.6 percent to 4.9 percent in 1983-84; secondary teacher turnover fell from 7.7 percent to 5.6 percent (NCES, 1988). Of course, these rates differ by state and by region.

According to RAND, an aging teacher force means that the number of retirements will climb in the future. That fact, combined with an influx of new teachers, who have a traditionally higher turnover rate, could result in an increase in attrition within the next ten years (RAND, 1987). According to the National Center for Education Statistics, estimates of attrition at the state level vary from 4 percent to 12 percent (NCES, 1986). This is attributable to a variety of attrition definitions and methods of computation among the states who do track such movement at all.

Recent studies also indicate that attrition rates vary by age, by experience, and by subject taught. Thus, using one rate to predict shortages across states, fields, or grade levels may not be accurate.

In order to understand fully the patterns of teacher attrition, it is vital to place the wide variety of attrition decisions in the context of the careers and life cycles of people. Only then can the more subtle, but more policy relevant, influences on attrition--like salary, working conditions, and learning environment--be explored (RAND, 1987; NEA, 1987; WICHE, 1986). According to these sources, some key life cycle influences on attrition include the following:

1. Marriage,
2. Migration (within the state or system, or without),
3. Birth of children,
4. Entry of children into school,
5. Retirement, illness or death, and
6. Life cycle of spouse (RAND, 1987; NEA, 1987).

Normal career patterns which also affect attrition include:

1. Movement to better teaching jobs,
2. Returning to school for an advanced degree,
3. Moving out of teaching into other education-related jobs, i.e., counseling, library, or curriculum,
4. Career change of spouse, and
5. Movement into administration (RAND, 1987; NEA, 1987).

Another major oversight in most attrition research is failure to measure and categorize important subgroups of teachers who terminate employment at the district level, including:

1. Those who leave teaching altogether,
2. Those who plan to teach at a different district in the following year--"interdistrict mobility,"
3. Those leaving teaching temporarily,
4. Those leaving permanently (that district, the state),
5. Those leaving voluntarily,
6. Those leaving involuntarily,
7. Those leaving who are excellent teachers, and
8. Those who are mediocre or unsatisfactory (RAND, 1987; NEA, 1987).

According to the most recent RAND study on teacher attrition, data currently available can give only a sketchy picture of these important subgroups (RAND, 1987). RAND does report that the main reason teachers leave district teaching jobs is to teach in other districts; this accounts for between 15 and 40 percent of district attrition and is often connected to normal career progression and life cycle events. Teachers who leave teaching temporarily constitute over 15 percent and as high as 40 percent of district attrition; these reasons are also related to life cycle events, such as raising a family or returning to school. Some leave teaching to try another occupation and later return. The remaining approximately one-third to one-fourth of district attrition is constituted primarily of teachers who leave permanently to seek other employment outside education. Of course, some of these teachers leave involuntarily, either because of poor teaching performance or reductions in force. RAND and many other national research groups note that, although this last group of teachers who leave permanently is relatively small, the quality of those leaving may be a concern. Some evidence suggests that this group includes teachers with stronger credentials and test scores. RAND surmises that this group also may be the group most strongly sensitive to teacher salary and working conditions (RAND, 1987).

A major prediction from teacher attrition theory is that teacher attrition patterns will follow a U-shaped curve over the life cycle. For instance, age-specific attrition probabilities will be high for younger teachers who are early in their career, very low for middle-aged teachers during the mid-career phase, and high again once retirement eligibility is achieved. The theory also predicts that the specific shape of the U curve would be different for men and women because of earlier marriage for women, different migration patterns after marriage, different labor force participation patterns arising from pregnancy and child-rearing responsibilities, and different earning opportunities outside education (RAND, 1986; NEA, 1987; SREI, 1985). Of course, there are myriad combinations of factors which affect these patterns, ranging from age and experience-specific patterns to mismatches between teachers and schools to the practicalities inherent in pension benefits and/or preferential local hiring rules.

Evidence from available state time series data suggests that at present attrition rates are near their lowest levels in the last 25 years. However, observers of these trends believe that several factors will begin to affect these rates over the next fifteen years (RAND, 1987; NEA, 1987; SREI, 1985). Examples of these possible factors follow:

1. Mid-career teachers will become eligible for retirement, and retirement rates will increase;
2. Additional younger, inexperienced teachers will be hired in response to the baby boomlet and increased retirements;
3. Expanding enrollments will present more teaching and administrative positions and more mobility;
4. Teachers will find it easier to leave for periods and remain confident of reentering; and

5. Success at achieving a higher standard of quality among entering teachers may also raise attrition due to their better outside opportunities (RAND, 1987; NEA, 1987).

Proper interpretations of these patterns will require detailed analysis for each subject area to determine demand at the most critical educational levels and in the critical shortage fields, such as English, mathematics, science, and foreign languages. Interpretations require an information system that tracks teachers longitudinally in order to determine at two points in time who is teaching and who is leaving. The files which form this database include teacher data organized by Social Security number for each teacher and will include information on demographics, teaching assignments, and individual characteristics of all personnel.

GEORGIA ATTRITION

Number

This section presents some preliminary analysis of attrition and retention data for the entire Georgia public school work force; this data corresponds to the three years of longitudinal time series data presented in this study. At present, these data only have been examined empirically; personnel files were merged by Social Security number to build analytic files that allowed tracking of personnel over time to determine (a) if personnel were returning to teaching and/or administration, or if they were new to either the system or the State and (b) if they were present the following year, in the same system or another, or if they had left the Georgia public schools altogether (RAND, 1987).

Tables XXI through XXXIX and Figures 35-43 display these various patterns of attrition and retention and include information on those who reentered the work force after leaving for one year. Data are grouped by professional classification (grade level or discipline; administration or service), by reentrants, by gender, by age, and by years of State experience for the 1986-87 and 1987-88 school years. **Attrition includes all personnel who were present in the work force in 1985-86 and absent in the subsequent year, 1986-87.** This definition includes both temporary and permanent attrition from public schools within Georgia; whether the attrition is voluntary or involuntary is not known at this time. Personnel also were tracked from the 1986-87 to the 1987-88 school years; data on the 1988-89 school year reentrants are not yet available.

Initial findings from these attrition data show an overall work force attrition rate of 8 percent (7.9) from 1986 to 1987 and 6.4 percent from 1987 to 1988. Attrition rates disaggregated by type of teacher or administrator and by specialty area are presented in Tables XXI and XXII.

Table XXI

Total Work Force Attrition
1986 to 1987

	1985-86 Total Count	1986-87 Attrition	% Loss	Number Returned in 1987-88
Regular Kindergarten/Elementary/Instructional Specialists	31,823	2,229	7.0%	267
Regular Secondary Classroom Teachers	16,722	1,436	8.6%	21
Special Education	7,847	857	10.9%	126
Vocational Instructional Personnel	4,274	379	8.9%	1
Administrative and Supervisory Personnel	6,737	409	6.1%	20
Superintendent and RESA Directors	212	15	7.1%	0
Student Service Personnel	1,999	141	7.1%	14
Missing Cases	35	2		
Totals:	69,649	5,468	7.9%	449

Table XXII

Total Work Force Attrition
1987 to 1988

	1986-87 Total Count	1987-88 Attrition	% Loss
* Regular Kindergarten/Elementary/Instructional Specialists	35,077	2,233	6.4%
* Regular Secondary Classroom Teachers	15,031	931	6.2%
Special Education	7,348	540	7.3%
* Vocational Instructional Personnel	2,967	273	9.2%
Administrative and Supervisory Personnel	7,032	373	5.3%
Superintendent and RESA Directors	206	8	3.9%
Student Service Personnel	2,010	118	5.9%
Missing Cases	15	1	
Totals:	69,686	4,477	6.4%

* In 1986-87, DOE procedures obscured secondary and vocational discipline codes by assigning them code 100.

Another component necessary to understand career path patterns is time series data on those who **reenter** the work force. Trends differ by field and location, as well as by gender and by various life cycle influences such as age and professional experience. Ultimately, characteristics of the local population (age, education, and employment) and economy, the degree of transiency in the population, and current and past school personnel practices also need to be discovered and factored into the information on those who enter and those who leave the educational work force, either temporarily or permanently (RAND, 1988). Taken together, such information can provide valid information on exit and reentry patterns and lengths of continuous service for career teachers, administrators, and other professional personnel. This area-specific information on the flows of individuals into and out of the work force includes inter-area mobility within the education sector and can eventually include flow information between the reserve pool and the education sector (RAND, 1988).

Figure 35 illustrates the numbers of Georgia teachers in elementary, secondary, special education, and vocational fields who left the work force after the 1985-86 school year and the number who, after staying out for one year, returned (reentrants) to the same teaching field in 1987-88.

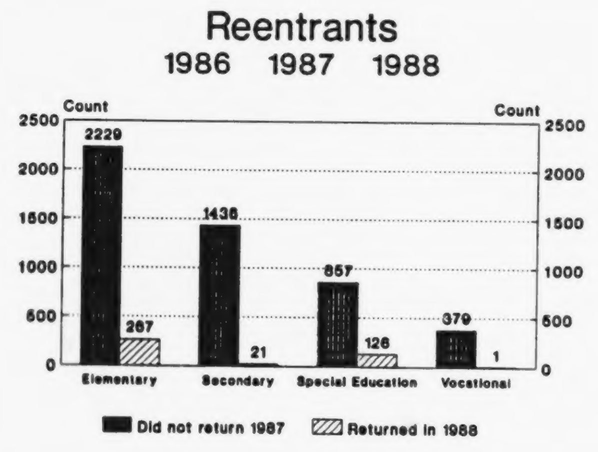

Figure 35

Gender

Of the 5,468 professionals who left their positions in the Georgia public schools after the 1985-86 school year, 1,121 (21 percent) were men and 4,184 (79 percent) were women. Of the 4,477 who left after the 1986-87 school year, 1,029 (23 percent) were males; 3,448 (77 percent) were females.

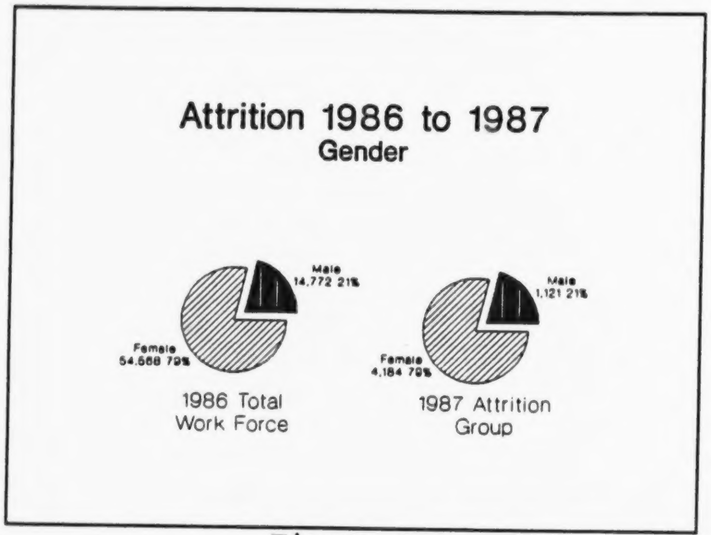

Figure 36

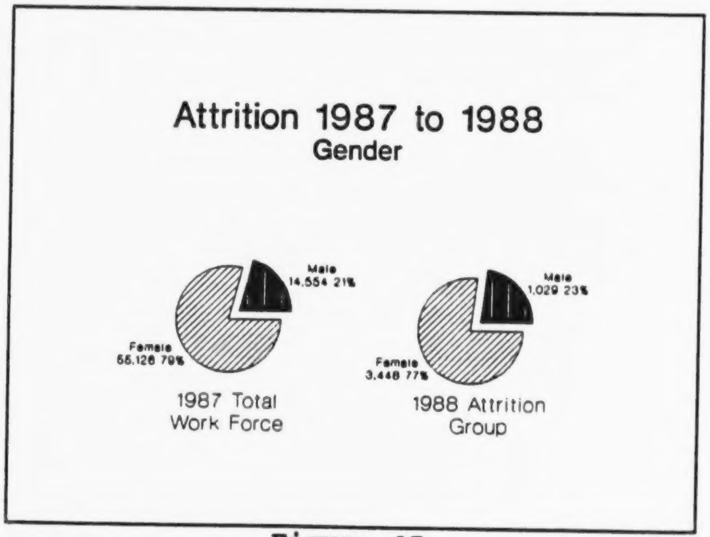

Figure 37

Table XXIII

Attrition Classification by Gender

	1986-87				1987-88			
	Missing	M	F	Total	Missing	M	F	Total
TEACHERS								
Kindergarten	9	1	204	214	0	2	205	207
Elem. Inst. Spec.	2	28	86	116	0	32	69	101
Elementary	49	114	1,736	1,899	0	259	1,666	1,925
*Secondary	55	486	895	1,436	0	351	580	931
**Vocational	17	163	199	379	0	142	131	273
Special Education	27	75	755	857	0	35	505	540
	159	867	3,875	4,901	0	821	3,156	3,977
STUDENT SERVICES								
Elem. Counselors	0	3	16	19	0	1	16	17
Sec. Counselors	0	15	41	56	0	17	37	54
School Psychol.	0	5	6	11	0	2	9	11
School Psychom.	0	8	13	21	0	2	12	14
Visit. Teachers	0	9	7	16	0	7	2	9
Other Stud. Srvcs.	1	4	13	18	0	4	9	13
	1	44	96	141	0	33	85	118
ADMIN./SUPERVISORY								
Principals	0	89	23	112	0	73	21	94
Asst. Principals	0	35	14	49	0	29	9	38
Librarians	0	5	110	115	0	5	113	118
Curriculum Spec.	0	6	6	12	0	0	8	8
Dir. Curric./Inst.	0	8	9	17	0	7	18	25
Comm. Schl. Coord.	0	1	2	3	0	0	0	0
Plant/Maintenance	0	1	0	1	0	1	0	1
Transp. Pers.	0	3	0	3	0	3	0	3
Food Srvc. Admin.	2	1	5	8	0	0	6	6
Inst. Supervisor	0	3	11	14	0	8	13	21
Finance/Business	0	1	1	2	0	3	0	3
Planning/Eval.	0	0	1	1	0	1	1	2
Dir. Comm. Schl.	0	0	1	1	0	0	0	0
Deputy/Area Super.	0	10	3	13	0	10	0	10
Spec. Ed. Dir.	0	30	9	39	0	24	9	33
Spec. Ed. Consult.	0	3	12	15	0	3	4	7
Kindergarten Dir.	0	0	3	3	0	0	4	4
Kindergarten Consult.	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	0	1	1	0	0	0	0
	2	196	211	409	0	167	206	373
SUPERINTENDENTS	0	12	1	13	0	6	0	6
RESA DIRECTORS	0	2	0	2	0	2	0	2
MISSING CASES(Prof Code)	1	0	1	2	0	0	1	1
WORK FORCE TOTAL	163	1,121	4,184	5,468	0	1,029	3,448	4,477
Percentages		21%	79%			23%	77%	

*In 1986-87 and 1987-88, DOE procedures obscured secondary/vocational codes.
**Reflects the creation of the Board of Post-Secondary Vocational Education.

Age

In 1986-1987, the mean age of the men who left was 43; the mean age of the women was 38. The overall mean age was 39. In 1987-1988, the mean age of the men remained static at 43; however, the mean age of the women increased to 39. The overall mean age increased to 40.

Attrition 1986 to 1987

Age	Count	%
Below 21	0	0.0%
21-25	416	8.6%
26-30	1,028	21.4%
31-35	916	19.0%
36-40	729	15.2%
41-45	399	8.3%
46-50	242	5.0%
51-55	307	6.4%
56-60	363	7.5%
61-65	321	6.7%
66+	90	1.9%
	4,811	100.0%
Missing Cases	657	
Total:	5,468	

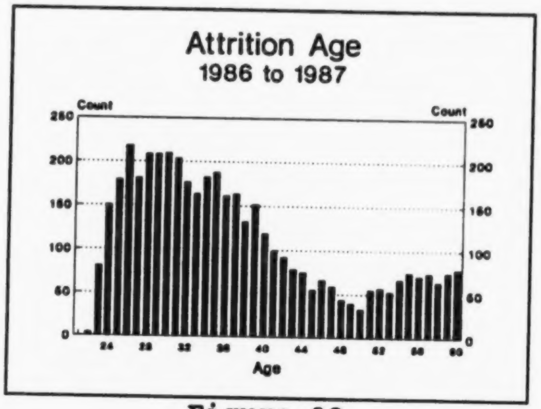

Figure 38

Attrition 1987 to 1988

Age	Count	%
Below 21	1	0.0%
21-25	381	9.3%
26-30	813	19.8%
31-35	689	16.8%
36-40	632	15.4%
41-45	386	9.4%
46-50	220	5.4%
51-55	295	7.2%
56-60	343	8.4%
61-65	270	6.6%
66+	69	1.7%
	4,099	100.0%
Missing Cases	378	
Total:	4,477	

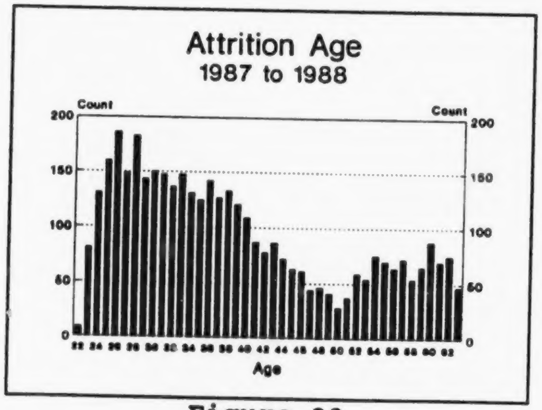

Figure 39

Table XXIV

Attrition Classification by Age
1986 to 1987

	Division Work Force	Mean Age
Kindergarten	214	36.16
Elementary	1,899	38.68
Instructional Specialists	116	36.36
Secondary	1,436	37.90
Vocational	379	42.86
Special Education	857	35.01
Student Services	141	46.42
Administrative & Supervisory	409	52.32
Superintendents	13	54.38
RESA Directors	2	62.50
Missing Cases	2	
Total:	5,468	39.26

Table XXV

Attrition Classification by Age
1987 to 1988

	Division Work Force	Mean Age
Kindergarten	207	38.10
Elementary	1,925	37.92
Instructional Specialists	101	34.39
Secondary	931	39.07
Vocational	273	44.63
Special Education	540	35.78
Student Services	118	46.77
Administrative & Supervisory	373	53.20
Superintendents	6	55.00
RESA Directors	2	58.50
Missing Cases	1	
Total:	4,477	39.72

State Experience

Attrition rates vary considerably among personnel with varying years of professional **experience**. Georgia personnel attrition rates by State experience as displayed in Figures 40 and 41 reveal a considerable variance from the normal U-shaped attrition curves of other states where such data is available and from the national norm (RAND, 1987; Raizen, 1986; WICHE, 1986; Berry, 1985; NCES, 1985). Attrition in the teaching profession is always highest among younger teachers and among those with the least experience; the Georgia data also show that attrition rates for the first year of tracking (1985-86 to 1986-87) were highest for those personnel with 0-9 years State experience--over one-half of those who left (56 percent) did so during these first nine years.

The next experience group, those in the 10-14 year cohort, represents 13 percent of those who left that year. Taken together, these three experience cohorts represent the first 14 years of State experience and account for 69 percent of the total attrition from 1985-86 to 1986-87. Attrition seems to level off for the 15-19 year experience cohort (7 percent). Note that attrition increases disproportionately beginning at the 29 year State experience level, when 16 percent (883 personnel) of the attrition group retired with 30 or more years State experience (calculated from the 0 year mark through year 29).

Attrition 1986 to 1987

Years of Experience	Count	%
0- 4	1,706	31.2%
5- 9	1,372	25.1%
10-14	686	12.5%
15-19	374	6.8%
20-24	244	4.5%
25-29	377	6.9%
30-34	415	7.6%
35-39	237	4.3%
40-44	49	0.9%
Over 44	8	0.1%
Missing Cases	0	0.0%
Total:	5,468	100.0%

Percentages do not always sum to 100 due to rounding.

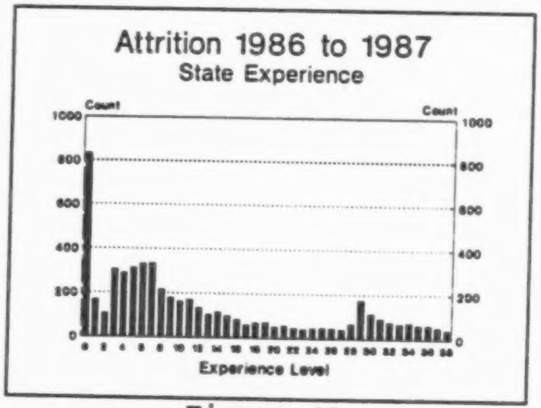

Figure 40

Of the 5,468 Georgia school personnel who left in 1985-86, 1,000 had two years or less State experience. Of those, 833 had only one year of State experience; 167 had two years. Of the 833 who left after one year, 267 were elementary teachers, 35 were kindergarten teachers, 359 were secondary teachers, 139 were special education teachers, and the remaining 33 were evenly distributed among the other professional codes. Of the 167 who left after two years, 46 were elementary teachers, 5 were kindergarten teachers, 74 were secondary teachers, 34 were special education teachers, 3 were student services, and 5 were administrative/supervisory personnel.

For the second year of tracking, Georgia attrition data disaggregated by years of State experience reveals a similar pattern to the previous year, although the percentages in most of the experience cohorts vary somewhat. Of the 4,477 personnel who left at the end of the 1986-87 school year, 2,381 or 53 percent did so with 0-9 years of State experience, 3 percent less than the same group the previous year. The next experience group, those in the 10-14 year experience cohort, accounts for 13 percent of those who left in 1986-87. Taken together, these three experience cohorts (0-14 years experience) account for 67 percent of the total attrition group from 1986-87 to 1987-88. This percentage is 2 percent less than the same group the previous year. Once again, attrition increases disproportionately at the 29 year State experience level, when 17 percent (755 personnel) of the attrition group retired with 30 or more years State experience.

Attrition 1987 to 1988

Years of Experience	Count	%
0- 4	1,378	30.8%
5- 9	1,003	22.4%
10-14	598	13.4%
15-19	359	8.0%
20-24	206	4.6%
25-29	356	8.0%
30-34	350	7.8%
35-39	174	3.9%
40-44	45	1.0%
Over 44	8	0.2%
Missing Cases	0	0.0%
Total:	4,477	100.0%

Percentages do not always sum to 100 due to rounding.

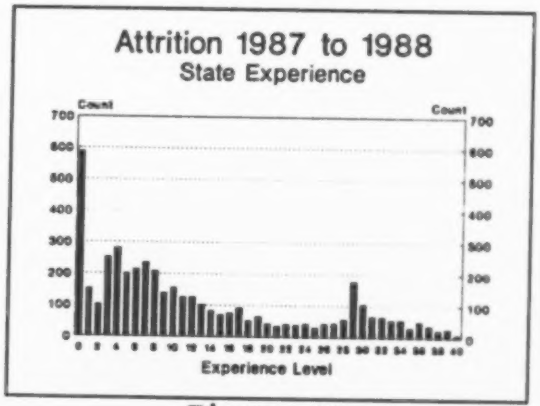

Figure 41

Table XXVI

Attrition Classification by Experience 1986 to 1987

	Division Work Force	Mean Experience
Kindergarten	214	7.89
Elementary	1,899	13.02
Instructional Specialists	116	10.41
Secondary	1,436	10.09
Vocational	379	12.25
Special Education	857	7.34
Student Services	141	18.82
Administrative & Supervisory	409	24.16
Superintendents	13	30.92
RESA Directors	2	33.00
Missing Cases	2	
Total:	5,468	12.08

Table XXVII

Attrition Classification by Experience 1987 to 1988

	Division Work Force	Mean Experience
Kindergarten	207	9.89
Elementary	1,925	11.42
Instructional Specialists	101	8.50
Secondary	931	12.43
Vocational	273	12.49
Special Education	540	8.67
Student Services	118	19.97
Administrative & Supervisory	373	24.75
Superintendents	6	30.33
RESA Directors	2	33.00
Missing Cases	1	
Total:	4,477	12.60

Classification

Tables XXVIII through XXXIX display work force attrition as monitored for the time period studied, disaggregated by grade levels and specialty area subgroups. The percentage of loss and the number of personnel who returned the following year are also presented. [Note: Social Security numbers were used to track personnel from year to year in order to discern whether the same individuals returned or new entrants took their positions.]

An examination of the total work force attrition and **reentry** data for the 1985-86 to 1986-87 school years reveals that of the 31,826 regular **kindergarten**, **elementary**, and **instructional specialists** who taught during the 1985-86 school year, 2,231 (7 percent) left prior to the beginning of the 1986-87 school year. This kindergarten/elementary/specialist teacher subgroup represents 39 percent of the 5,468 personnel who left that year. Following this same subgroup into the 1987-88 school year revealed that 267 individuals returned--60 percent of the 449 total personnel who returned that year (see Table XXVIII).

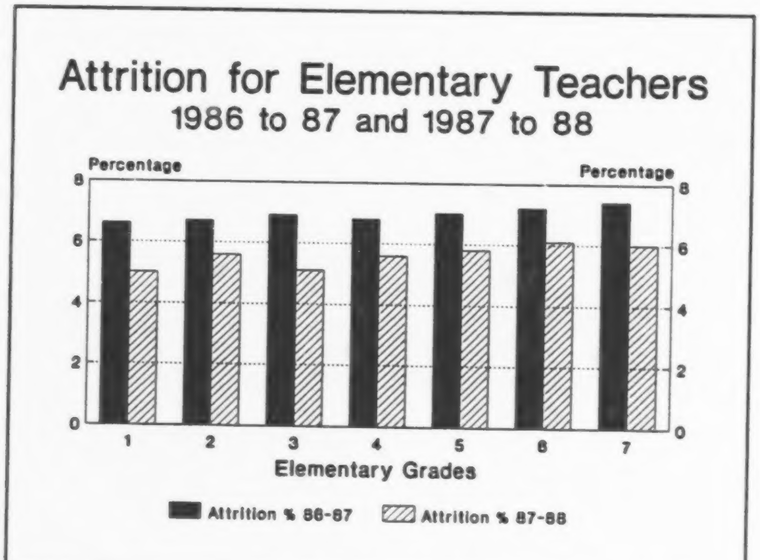

Figure 42

Table XXVIII

Attrition of Regular Kindergarten and Elementary Classroom Teachers 1986 to 1987

QBE Regular Classroom Teachers -- Kindergarten	1985-86 Total Count	1986-87 Attrition	% Loss	Number Returned in 1987-88
Kindergarten Teacher of Non-Handicapped	1,720	108	6.3%	20
Kindergarten Teacher of Handicapped	40	5	12.5%	0
Kindergarten Teacher of Handicapped/Non-Handicapped (Combined Classroom)	2,008	101	5.0%	11
Category Totals:	3,768	214	5.7%	31
QBE Regular Classroom Teachers -- Elementary				
Regular Elementary Classroom Teacher, No Specific Majority-time Grade Assignment	3,310	290	8.8%	11
Regular Classroom Teacher, Grade 1	4,278	283	6.6%	32
Regular Classroom Teacher, Grade 2	3,698	249	6.7%	38
Regular Classroom Teacher, Grade 3	3,387	235	6.9%	30
Regular Classroom Teacher, Grade 4	3,262	221	6.8%	28
Regular Classroom Teacher, Grade 5	3,112	219	7.0%	14
Regular Classroom Teacher, Grade 6	2,962	212	7.2%	21
Regular Classroom Teacher, Grade 7	2,515	186	7.4%	36
Regular Vocational Classroom Teacher, Grade 7	41	5	12.2%	0
Category Totals:	26,565	1,900	7.2%	210
Instructional Specialists				
Instructional Specialist in the Arts, grades K-8	158	21	13.3%	2
Instructional Specialist in Music, grades K-8	599	53	8.8%	12
Instructional Specialist in Physical Education, grades K-8	736	43	5.8%	12
Category Totals:	1,493	117	7.8%	26
Grand Totals:	31,826	2,231	7.0%	267

Table XXIX

Attrition of Regular Kindergarten and Elementary Classroom Teachers 1987 to 1988

QBE Regular Classroom Teachers -- Kindergarten	1986-87 Total Count	1987-88 Attrition	% Loss
Kindergarten Teacher of Non-Handicapped	2,209	119	5.4%
Kindergarten Teacher of Handicapped	25	3	12.0%
Kindergarten Teacher of Handicapped/Non-Handicapped (Combined Classroom)	1,806	85	4.7%
Category Totals:	4,040	207	5.1%
QBE Regular Classroom Teachers -- Elementary			
* Regular Elementary Classroom Teacher, No Specific Majority-time Grade Assignment	4,448	548	12.3%
Regular Classroom Teacher, Grade 1	4,487	226	5.0%
Regular Classroom Teacher, Grade 2	3,921	220	5.6%
Regular Classroom Teacher, Grade 3	3,764	193	5.1%
Regular Classroom Teacher, Grade 4	3,315	186	5.6%
Regular Classroom Teacher, Grade 5	3,237	189	5.8%
Regular Classroom Teacher, Grade 6	3,166	192	6.1%
Regular Classroom Teacher, Grade 7	2,794	168	6.0%
Regular Vocational Classroom Teacher, Grade 7	25	3	12.0%
Category Totals:	29,157	1,925	6.6%

* In 1986-87, DOE procedures obscured secondary and vocational discipline codes by assigning them code 100.

Instructional Specialists	1986-87 Total Count	1987-88 Attrition	% Loss
Instructional Specialist in the Arts, grades K-8	213	5	2.3%
Instructional Specialist in Music, grades K-8	706	48	6.8%
Instructional Specialist in Physical Education, grades K-8	961	48	5.0%
Category Totals:	1,880	101	5.4%
Grand Totals:	35,077	2,233	6.4%

Patterns of attrition and reentry differ for the other subgroups tracked through this time period. Of the 16,722 regular **secondary classroom teachers** in 1985-86, 1,436 or approximately 9 percent left--26 percent of the total attrition group of 5,468 personnel. Only 21 of these same secondary teachers returned to teach in the 1987-88 school year, less than 1 percent of the 449 total reentrants. 1986 to 1987 attrition tables also present reentry information for the three-year tracking period available, with detailed information by discipline and by individual subject areas, including specialty area breakdowns. The data indicate that attrition rates tend to vary for teachers of different subjects and in different types of schools. The Georgia work force data mirror some trends indicated in national statistics, such as the higher attrition rates in the areas of English, mathematics, science, and social science--areas of near critical shortage in many areas of the U.S. during this decade. Presumably those types of teachers have greater job opportunities outside education; nationally, more of these teachers have been near retirement age during this decade (RAND, 1987).

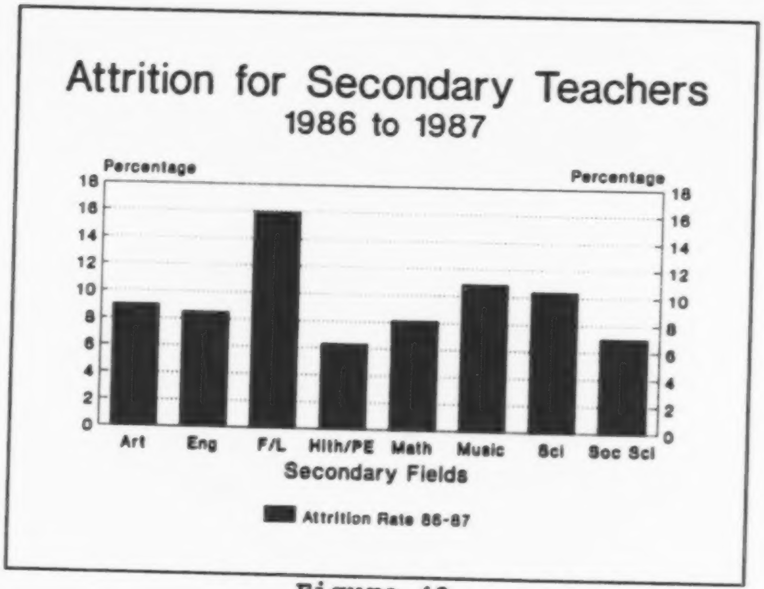

Figure 43

Table XXX

Attrition of Secondary Classroom Teachers 1986 to 1987

Regular Classroom Teacher, Grades 8-12	1985-86 Total Count	1986-87 Attrition	% Loss	Number Returned in 1987-88
Teacher of Self Contained	495	37	7.5%	0
Teacher of Art	444	40	9.0%	1
Teacher of English (Speech/Drama)	3,754	319	8.5%	7
Teacher of Foreign Language	685	109	15.9%	1
Teacher of Health, Physical Education (Dance)	2,106	133	6.3%	3
Teacher of Mathematics	2,876	232	8.1%	2
Teacher of Music	829	90	10.9%	2
Teacher of Science	2,543	265	10.4%	3
Teacher of Social Science	2,930	205	7.0%	2
Teacher of R.O.T.C.	79	7	8.9%	0
Totals:	16,741	1,437	8.6%	21

Table XXXI

Attrition of Secondary Classroom Teachers 1987 to 1988

Regular Classroom Teacher, Grades 8-12	1986-87 Total Count	1987-88 Attrition	% Loss
Teacher of Self Contained	170	12	7.1%
Teacher of Art	296	21	7.1%
Teacher of English (Speech/Drama)	2,377	151	6.4%
Teacher of Foreign Language	450	35	7.8%
Teacher of Health, Physical Education (Dance)	1,462	72	4.9%
Teacher of Mathematics	1,853	105	5.7%
Teacher of Music	564	47	8.3%
Teacher of Science	1,549	100	6.5%
Teacher of Social Science	1,815	102	5.6%
Teacher of R.O.T.C.	51	3	5.9%
* Codes 108, 109, 110, 111, 112	4,444	283	6.4%
Totals:	15,031	931	6.2%

* In 1987-88, DOE procedures obscured secondary discipline codes by assigning them codes 108-112.

Table XXXII

Attrition of Vocational Education Teachers
1986 to 1987

Vocational Education Teacher, Grades 8-12	1985-86 Total Count	1986-87 Attrition	% Loss	Number Returned in 1987-88
Teacher of Agriculture	296	25	8.4%	0
Teacher of Business Education	988	69	7.0%	0
Teacher of Distributive Education	105	11	10.5%	0
Teacher of Home Economics	754	79	10.5%	1
Teacher of Industrial Arts	467	46	9.9%	0
Teacher of Vocational Education (DCT,VOT,CVAE,PECE)	720	38	5.3%	0
Teacher of Trade and Industry	942	110	11.7%	0
Totals:	4,272	378	8.8%	1

Table XXXIII

Attrition of Vocational Education Teachers
1987 to 1988

Vocational Education Teacher, Grades 8-12	1986-87 Total Count	1987-88 Attrition	% Loss
Teacher of Agriculture	219	19	8.7%
Teacher of Business Education	711	48	6.8%
Teacher of Distributive Education	60	3	5.0%
Teacher of Home Economics	494	33	6.7%
Teacher of Industrial Arts	331	18	5.4%
Teacher of Vocational Education (DCT,VOT,CVAE,PECE)	493	37	7.5%
Teacher of Trade and Industry	659	115	17.5%
Totals:	* 2,967	273	9.2%

*Reflects the creation of the Board of Post-Secondary Vocational Education.

Nearly 11 percent (857) of 7,850 special education teachers in 1985-86 left the following year; of these 857 who left, 126 returned in 1987-88.

Table XXXIV

Attrition of Special Education Teachers 1986 to 1987

	1985-86 Total Count	1986-87 Attrition	% Loss	Number Returned in 1987-88
Special Ed Teacher of Behaviorally Disordered	1,085	155	14.3%	19
Special Ed Teacher of Mildly Mentally Handicapped (Educable Mentally Retarded)	1,355	145	10.7%	24
Special Ed Teacher of Gifted Students	904	56	6.2%	12
Special Ed Teacher of Hearing Impaired	162	22	13.6%	1
Special Ed Teacher of Deaf Students	8	0	0.0%	0
Special Ed Teacher of Hospital/Homebound	115	8	7.0%	1
Special Ed Teacher of Students with Learning Disabilities	1,101	108	9.8%	11
Special Ed Teacher of Severely Mentally Handicapped Students (Severely Mentally Retarded)	158	26	16.5%	8
Special Ed Teacher of Multi-handicapped	70	9	12.9%	1
Special Ed Teacher of Speech-Impaired	817	122	14.9%	11
Special Ed Teacher of Moderately Mentally Handicapped Students (Retarded)	409	39	9.5%	10
Special Ed Teacher of Visually Impaired	76	13	17.1%	2
Special Ed Teacher of Blind Students	4	0	0.0%	0
Special Ed Teacher of Students in Interrelated Programs	1,327	135	10.2%	24
Audiologist	17	2	11.8%	1
Special Ed Teacher of Orthopedically (Physically) Handicapped	64	9	14.1%	0
Special Ed Teacher of Related Vocational Instruction, Special Education Funds Only	114	5	4.4%	0
Psycho-Ed Program Director	30	1	3.3%	0
GLRS Center Director	17	0	0.0%	0
Child Serve Director	17	2	11.8%	1
Totals:	7,850	857	10.9%	126

Table XXXV

Attrition of Special Education Teachers 1987 to 1988

	1986-87 Total Count	1987-88 Attrition	% Loss
Special Ed Teacher of Behaviorally Disordered	928	84	9.1%
Special Ed Teacher of Mildly Mentally Handicapped (Educable Mentally Retarded)	1,214	84	6.9%
Special Ed Teacher of Gifted Students	842	33	3.9%
Special Ed Teacher of Hearing Impaired	142	17	12.0%
Special Ed Teacher of Deaf Students	11	3	27.3%
Special Ed Teacher of Hospital/Homebound	93	4	4.3%
Special Ed Teacher of Students with Learning Disabilities	962	72	7.5%
Special Ed Teacher of Severely Mentally Handicapped Students (Severely Mentally Retarded)	184	14	7.6%
Special Ed Teacher of Multi-handicapped	89	11	12.4%
Special Ed Teacher of Speech-Impaired	750	84	11.2%
Special Ed Teacher of Moderately Mentally Handicapped Students (Retarded)	441	22	5.0%
Special Ed Teacher of Visually Impaired	70	8	11.4%
Special Ed Teacher of Blind Students	3	0	0.0%
Special Ed Teacher of Students in Interrelated Programs	1,364	88	6.5%
Audiologist	17	3	17.6%
Special Ed Teacher of Orthopedically (Physically) Handicapped	60	5	8.3%
Special Ed Teacher of Related Vocational Instruction, Special Education Funds Only	112	5	4.5%
Psycho-Ed Program Director	30	1	3.3%
GLRS Center Director	17	2	11.8%
Child Serve Director	19	0	0.0%
Totals:	7,348	540	7.3%

Table XXXVI

Attrition of Student Services Personnel
1986 to 1987

	1985-86 Total Count	1986-87 Attrition	% Loss	Number Returned in 1987-88
Elementary Counselor, Non-Teaching	249	18	7.2%	1
Elementary Counselor, Part-time teacher, Grades 1-7	15	1	6.7%	0
Secondary Counselor, Non-Teaching	994	56	5.6%	5
Secondary Counselor, Part-Time teacher, Grades 8-12	10	0	0.0%	0
School Psychologist	168	11	6.5%	2
School Psychometrist	211	21	10.0%	3
Visiting Teacher	203	16	7.9%	1
Other Certified Student Services Personnel	151	18	11.9%	2
Totals:	2,001	141	7.0%	14

Table XXXVII

Attrition of Student Services Personnel
1987 to 1988

	1986-87 Total Count	1987-88 Attrition	% Loss
Elementary Counselor, Non-Teaching	266	16	6.0%
Elementary Counselor, Part-time teacher, Grades 1-7	21	1	4.8%
Secondary Counselor, Non-Teaching	998	52	5.2%
Secondary Counselor, Part-Time teacher, Grades 8-12	11	2	18.2%
School Psychologist	182	11	6.0%
School Psychometrist	185	14	7.6%
Visiting Teacher	199	9	4.5%
Other Certified Student Services Personnel	148	13	8.8%
Totals:	2,010	118	5.9%

Table XXXVIII

Attrition of Administrative and Supervisory Personnel 1986 to 1987

	1985-86 Total Count	1986-87 Attrition	% Loss	Number Returned in 1987-88
Principals	1,779	112	6.3%	1
Assistant Principals	1,022	49	4.8%	4
Librarians	1,883	115	6.1%	7
Curriculum Specialists	206	12	5.8%	0
Directors of Curriculum and Instruction	358	17	4.7%	1
Community School Coordinators	25	3	12.0%	0
Plant Maintenance Personnel	21	1	4.8%	0
Transportation Personnel	30	3	10.0%	0
Food Service Administrators	122	8	6.6%	1
Instructional Supervisors	291	14	4.8%	2
Finance and Business Personnel	41	2	4.9%	0
Planning and Evaluation Personnel	45	1	2.2%	0
Directors of Community and School Programs	7	1	14.3%	0
Deputy, Assoc, Assist, Area Superintendents	104	13	12.5%	0
Other Certified Personnel	517	39	7.5%	2
Special Education Directors	159	15	9.4%	1
Special Educational Consultants	122	3	2.5%	1
Kindergarten Directors	5	0	0.0%	0
Kindergarten Consultants	2	1	50.0%	0
Totals:	6,739	409	6.1%	20

81

Table XXXIX

Attrition of Administrative and Supervisory Personnel 1987 to 1988

	1986-87 Total Count	1987-88 Attrition	% Loss
Principals	1,770	94	5.3%
Assistant Principals	1,209	38	3.1%
Librarians	1,924	118	6.1%
Curriculum Specialists	198	8	4.0%
Directors of Curriculum and Instruction	330	25	7.6%
Community School Coordinators	23	0	0.0%
Plant Maintenance Personnel	29	1	3.4%
Transportation Personnel	33	3	9.1%
Food Service Administrators	134	6	4.5%
Instructional Supervisors	365	21	5.8%
Finance and Business Personnel	43	3	7.0%
Planning and Evaluation Personnel	53	2	3.8%
Directors of Community and School Programs	7	0	0.0%
Deputy, Assoc, Assist, Area Superintendents	126	10	7.9%
Other Certified Personnel	516	33	6.4%
Special Education Directors	151	7	4.6%
Special Educational Consultants	116	4	3.4%
Kindergarten Directors	5	0	0.0%
Kindergarten Consultants	0	0	0.0%
Totals:	7,032	373	5.3%

It also is possible to examine individual certificate subgroups according to characteristics such as gender, mean age, years of State experience, and specialty. For example, of the 649 personnel with performance-based certificates who left during this time period, 87 (13 percent) were males; 562 (87 percent) were females.

Of this same group of 649 personnel with performance-based certificates who left, 516 (80 percent) left before they were 30 years old (between 23 and 29 years); 86 (13 percent) left between age 30 and age 35; 45 (7 percent) left after age 35. When this group is disaggregated by years of State experience, the data indicate that nearly all of those with performance-based certificates who left (99 percent) did so during the first seven years of State experience. The bulk of this attrition occurred during the fourth, fifth, and sixth years. In addition, this profile of those with performance-based certificates who exited at the end of the 1985-86 school year shows the following distribution by specialty areas: a total of 318 kindergarten (39), elementary instructional specialists (18), and regular elementary teachers (261) left that year. At the secondary level, 175 teachers left; English teachers left in the greatest numbers (33), followed by mathematics teachers (23), and social science teachers (20). The next largest group of performance-based certificated teachers who left were special education teachers (120), followed by vocational education teachers (36).

Replacement Personnel

According to a recent National Academy of Sciences report, newly hired teachers come from a variety of sources: "experienced teachers on leave last year or recalled from layoffs; experienced teachers out of teaching for longer periods; substitute teachers; in-migrants...; new graduates of teacher training programs; other new graduates who obtain certification; and persons hired on emergency certificates" (NAS, 1988). Although current national data on numbers of new personnel are scarce, a recent national survey of teachers revealed that in 1986, 4.6 percent of all teachers reported 2 years or less of full-time teaching experience (NEA, 1987).

National trend data on individuals who entered teaching during the last five years indicate that women teachers will outnumber men teachers into the near future. According to the latest study by the National Center for Education Statistics, a greater number of new teachers are women than the overall proportion of women teachers. National surveys conducted in 1986 indicate that 71 percent of teachers with less than five years teaching experience are women compared with 70 percent of all teachers and 59 percent of those with 25 or more years of teaching experience (Feistritzer, 1986). Women now constitute more than half of undergraduate college enrollment (54 percent in 1987) and have increased in numbers from three million undergraduates in 1970 to about six million in 1987 (NCES, 1988).

In Georgia, local school systems acquire replacements for personnel lost to attrition from three major sources: a) personnel in-migrating from another Georgia school system; b) personnel new to the Georgia work force (0 years State experience); and c) reentrants to the Georgia work force who were not employed in the public schools during the previous year. The third source of replacement personnel, reentrants, is addressed only as related to the two years of attrition data in this chapter.

New Personnel

Table XL presents the total number of **new (0 years Georgia experience) Georgia educational personnel** by classification and by gender for each of the three years profiled. The number of new personnel in 1985-86 was 4,054 (5.8 percent of the total work force); in 1986-87, the number of new personnel decreased by 222 positions to 3,832 (5.5 percent of the work force); in 1987-88, total new personnel increased by 477 positions to 4,309 (5.9 percent of the total work force).

Not surprisingly, female classroom teachers comprise the majority of new personnel hired each year. In 1987-88, 4,216 new classroom teachers entered the Georgia work force; of these, 82 percent were women--mirroring the percentage of women classroom teachers in all Georgia public schools. The largest numbers of teachers were hired to teach the elementary grades, where enrollments have increased the most during the three years. In 1985-86, 1,473 new elementary teachers joined the work force; in 1987-88, this number increased to 1,940.

Following a national trend, the age distribution of new personnel in Georgia public schools over the three-year tracking period indicates that an increasing number of new entrants to the profession are somewhat older than the traditional 21-25 year age group (recent college graduates) who entered teaching in years past. Although 43.4 percent of new personnel in 1985-86 were between the ages of 21 and 25, in 1987-88 this age group decreased to 41.7 percent of total new personnel. However, the 26-30 year age group increased from 22.3 percent of new personnel in 1985-86 to 25 percent in 1987-88. For each of the three years studied, the percentages of new personnel over the age of 31 were 34.5 percent, 32.2 percent, and 33.1 percent respectively (Table XLI and Figure 44). The mean age of all new personnel was 29.7 in 1985-86, 29.4 in 1986-87, and 29.6 in 1987-88.

The certificate distribution for new personnel from 1985-86 through 1987-88 is displayed in Table XLIII. The majority of certificates issued to new personnel are nonrenewable professional certificates; this number increased during the three-year period due to a policy in effect since July 1, 1986, which stipulates that only nonrenewable professional certificates will be issued to persons who meet all certification requirements for initial certification but lack any of the Georgia special requirements (the teacher certification tests or special Georgia course work) and/or the teacher performance assessment. The next largest number of certificates issued to new personnel were "NCER" or "not certified" and indicate that the individual had not received a certificate by the end of the school year. New personnel with provisional certificates must still complete professional education requirements. Individuals holding probationary certificates ("probationary accelerated in-field teaching certificates") hold valid professional teaching certificates in at least one field but are performing duties in another field while working toward full certification in that additional field.

Table XL

New Personnel Classification by Gender
(0 Years Georgia Experience)

	1985-86				1986-87				1987-88			
	Missing	M	F	Total	Missing	M	F	Total	Missing	M	F	Total
TEACHERS												
Kindergarten	16	5	416	437	0	4	271	275	0	5	297	302
Elem. Inst. Spec.	3	32	57	92	0	47	123	170	0	76	141	217
Elementary	82	81	1,310	1,473	0	401	2,113	2,514	0	190	1,750	1,940
*Secondary	89	339	665	1,093	0	125	248	373	0	372	676	1,048
**Vocational	37	108	128	273	0	43	24	67	0	83	96	179
Special Education	46	59	444	549	0	25	318	343	0	47	483	530
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	273	624	3,020	3,917	0	645	3,097	3,742	0	773	3,443	4,216
STUDENT SERVICES												
Elem. Counselors	0	1	3	4	0	1	2	3	0	0	7	7
Sec. Counselors	0	2	5	7	0	4	3	7	0	2	8	10
School Psychol.	1	1	2	4	0	2	2	4	0	1	6	7
School Psychom.	2	2	10	14	0	1	5	6	0	1	9	10
Visit. Teachers	1	2	0	3	0	1	4	5	0	0	7	7
Other Stud. Srvcs.	1	2	10	13	0	3	5	8	0	3	2	5
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	5	10	30	45	0	12	21	33	0	7	39	46
ADMIN./SUPERVISORY												
Principals	2	3	3	8	0	1	5	6	0	1	1	2
Asst. Principals	1	1	1	3	0	3	1	4	0	2	1	3
Librarians	3	2	23	28	0	0	18	18	0	1	22	23
Curriculum Spec.	0	0	1	1	0	0	0	0	0	0	0	0
Dir. Curric./Inst.	0	1	1	2	0	1	0	1	0	1	2	3
Comm. Schl. Coord.	0	0	0	0	0	0	0	0	0	1	0	1
Plant/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Transp. Pers.	0	2	0	2	0	1	0	1	0	1	0	1
Food Srvc. Admin.	3	1	10	14	0	1	9	10	0	1	8	9
Inst. Supervisor	0	2	5	7	0	0	3	3	0	0	1	1
Finance/Business	0	1	0	1	0	0	0	0	0	0	0	0
Planning/Eval.	0	0	0	0	0	1	0	1	0	0	0	0
Dir. Comm. Schl.	0	0	0	0	0	0	0	0	0	0	0	0
Deputy/Area Super.	0	2	0	2	0	4	0	4	0	0	0	0
Spec. Ed. Dir.	0	1	1	2	0	0	0	0	0	0	0	0
Spec. Ed. Consult.	0	0	1	1	0	0	2	2	0	0	0	0
Kindergarten Dir.	0	0	0	0	0	0	0	0	0	0	2	2
Kindergarten Consult.	0	0	0	0	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	4	2	6	0	4	2	6	0	0	1	1
	---	------	------	------	---	------	------	------	---	------	------	------
	9	20	48	77	0	16	40	56	0	8	38	46
SUPERINTENDENTS	0	1	0	1	0	1	0	1	0	1	0	1
RESA DIRECTORS	0	0	0	0	0	0	0	0	0	0	0	0
MISSING CASES(Prof Code)	10	3	1	14	0	0	0	0	0	0	0	0
WORK FORCE TOTAL	297	658	3,099	4,054	0	674	3,158	3,832	0	789	3,520	4,309
Percentages		18%	82%			18%	82%			18%	82%	

*In 1986-87 and 1987-88, DOE procedures obscured secondary/vocational codes.
**Reflects the creation of the Board of Post-Secondary Vocational Education.

Table XLI

Range Distribution of New Personnel by Age
(0 Years Georgia Experience)

	1985-86		1986-87		1987-88	
Age	Count	%	Count	%	Count	%
Below 21	0	0.0%	1	0.0%	0	0.0%
21-25	1,628	43.4%	1,648	43.1%	1,794	41.7%
26-30	836	22.3%	937	24.5%	1,078	25.0%
31-35	494	13.2%	499	13.0%	532	12.4%
36-40	420	11.2%	395	10.3%	483	11.2%
41-45	201	5.4%	185	4.8%	256	5.9%
46-50	112	3.0%	85	2.2%	88	2.0%
51-55	30	0.8%	48	1.3%	40	0.9%
56-60	20	0.5%	21	0.5%	19	0.4%
61-65	7	0.2%	5	0.1%	8	0.2%
66+	6	0.2%	1	0.0%	6	0.1%
	3,754	100.0%	3,825	100.0%	4,304	100.0%
Missing Cases	300		7		5	
Total:	4,054		3,832		4,309	
Mean Age:	29.7		29.4		29.6	

Percentages do not always sum to 100 due to rounding.

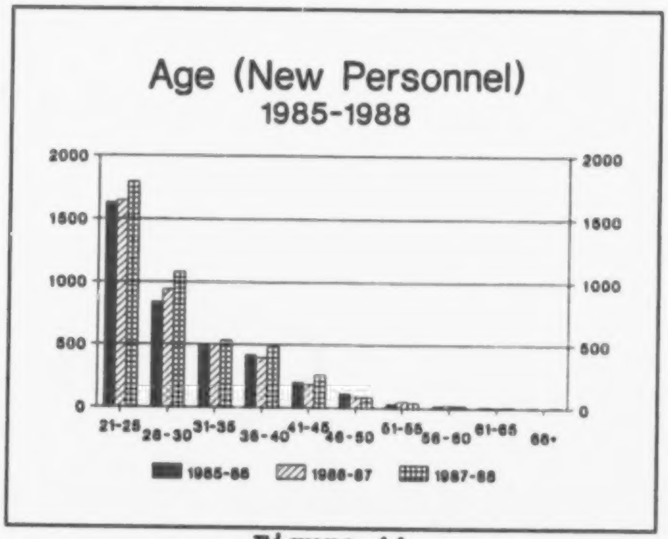


Figure 44

Table XLII

New Personnel by Classification (0 Years Georgia Experience)

	1985-86		1986-87		1987-88	
	Age Reported	Mean Age	Age Reported	Mean Age	Age Reported	Mean Age
Kindergarten	421	28.47	275	29.13	302	28.59
Elementary	1,390	29.21	2,512	28.91	1,937	29.31
Instructional Specialists	89	28.07	169	28.21	217	28.25
Secondary	1,002	29.38	372	29.88	1,048	29.88
Vocational	236	31.84	64	41.83	179	31.28
Special Education	503	30.17	343	29.07	529	29.63
Student Services	40	31.68	33	33.97	46	34.91
Administrative & Supervisory	67	39.60	56	39.63	46	39.43
Superintendents	1	55.00	1	43.00	0	
RESA Directors	0		0		0	
	3,749		3,825		4,304	
Missing Cases (Age)	300		7		5	
Missing Cases (Prof Code)	5		0		0	
Total:	4,054	29.72	3,832	29.42	4,309	29.63

Table XLIII

New Personnel Certificate Distribution (0 Years Georgia Experience)

	Reg	PB	Life	Non-Renewable	Prov	Prob	Emer	NCER	Other	Unknown	Missing Cases	Total
1985-86	282 7.0%	294 7.3%	10 0.2%	1,639 40.4%	694 17.1%	346 8.5%	32 0.8%	749 18.5%	0 0.0%	2 0.0%	6	4,054 100%
1986-87	220 5.7%	379 9.9%	10 0.3%	2,286 59.7%	374 9.8%	226 5.9%	5 0.1%	332 8.7%	0 0.0%	0 0.0%	0	3,832 100%
1987-88	147 3.4%	331 7.7%	2 0.0%	2,624 60.9%	406 9.4%	314 7.3%	21 0.5%	461 10.7%	3 0.1%	0 0.0%	0	4,309 100%

Percentages do not always sum to 100 due to rounding.

Table XLIV

Top 30 Systems Ranked by Mean Percentage of New Personnel (0 Years Georgia Experience)

		1985-86			1986-87			1987-88			
Code	System	Total	New	%	Total	New	%	Total	New	%	Mean %
731	Taliaferro Co	17	5	29.4%	14	1	7.1%	13	2	15.4%	17.3%
689	Liberty Co	372	58	15.6%	369	49	13.3%	390	53	13.6%	14.2%
670	Hancock Co	131	23	17.6%	127	23	18.1%	129	8	6.2%	14.0%
651	Effingham Co	299	41	13.7%	309	36	11.7%	321	41	12.8%	12.7%
720	Randolph Co	127	19	15.0%	118	10	8.5%	116	16	13.8%	12.4%
678	Jackson Co	183	17	9.3%	205	31	15.1%	226	27	11.9%	12.1%
609	Ben Hill Co	67	11	16.4%	71	6	8.5%	79	7	8.9%	11.2%
650	Echols Co	40	4	10.0%	38	4	10.5%	41	5	12.2%	10.9%
786	Social Circle City	73	13	17.8%	70	6	8.6%	72	4	5.6%	10.6%
624	Charlton Co	117	9	7.7%	112	14	12.5%	116	13	11.2%	10.5%
691	Long Co	61	6	9.8%	62	6	9.7%	64	7	10.9%	10.2%
654	Evans Co	119	15	12.6%	119	11	9.2%	119	9	7.6%	9.8%
642	Dawson Co	106	17	16.0%	105	11	10.5%	111	3	2.7%	9.7%
686	Lanier Co	84	6	7.1%	83	10	12.0%	80	8	10.0%	9.7%
779	Jefferson City	96	13	13.5%	84	11	13.1%	82	2	2.4%	9.7%
732	Tattnall Co	196	21	10.7%	213	22	10.3%	214	16	7.5%	9.5%
723	Schley Co	29	2	6.9%	31	2	6.5%	33	5	15.2%	9.5%
718	Putnam Co	19	1	5.3%	17	2	11.8%	18	2	11.1%	9.4%
662	Glascock Co	42	4	9.5%	39	4	10.3%	36	3	8.3%	9.4%
615	Bryan Co	171	17	9.9%	181	15	8.3%	194	19	9.8%	9.3%
614	Brooks Co	204	22	10.8%	199	14	7.0%	210	21	10.0%	9.3%
778	Hogansville City	60	9	15.0%	56	4	7.1%	55	3	5.5%	9.2%
620	Camden Co	230	25	10.9%	267	25	9.4%	290	21	7.2%	9.2%
681	Jefferson Co	228	21	9.2%	211	14	6.6%	215	24	11.2%	9.0%
683	Johnson Co	105	9	8.6%	106	5	4.7%	107	14	13.1%	8.8%
613	Brantley Co	144	13	9.0%	149	12	8.1%	151	14	9.3%	8.8%
698	McIntosh Co	130	14	10.8%	120	4	3.3%	122	13	10.7%	8.3%
693	Lumpkin Co	128	8	6.3%	125	12	9.6%	135	12	8.9%	8.2%
721	Richmond Co	1,972	161	8.2%	2,035	178	8.7%	2,129	164	7.7%	8.2%
741	Troup Co	255	20	7.8%	295	22	7.5%	316	28	8.9%	8.1%

CHAPTER 3: GEORGIA'S GEOGRAPHICAL REGIONS

The State of Georgia is divided into five geographical regions: North (N), North Central (NC), Central (C), Southwest (SW), and Southeast (SE), designated by the University of Georgia Cooperative Extension Service (see map 1). The following brief summary of profile information on Georgia educational personnel is presented for each of these five geographical regions and includes preliminary trends for the school years 1985-86 through 1987-88.

During the three years from 1985-86 through 1987-88, the **North** region experienced a slight growth of 300 total educational personnel, from 11,078 to 11,378. Assistant principals increased by 47 positions and teachers increased by 261 total positions, although the number of secondary and special education teachers decreased; other personnel classifications showed minimal changes in total numbers.

Of the five regions, the North region employs the largest percentage of male personnel--24 percent from 1985-86 through 1986-87 and 23 percent in 1987-88. The North region has the youngest total work force of all five regions, as well as the lowest mean years of State experience. The mean age was 38.4 in 1985-86 and 39.2 in 1987-88; the mean State experience was 11.8 years in 1985-86 and 12.2 years in 1987-88.

The **North Central** region employs the largest total work force of the five regions and has experienced the largest increase in personnel among the regions, from 27,464 to 29,392 (1,928 personnel) during the three-year tracking period. Classroom teachers increased by approximately 7 percent, or 1,595 total teachers, primarily in grades K through elementary, with slight personnel increases in vocational and special education. Assistant principals increased by 146 positions.

Of the five regions, the North Central region employs the smallest percentage of male personnel--19.9 percent in 1985-86, 19.5 percent in 1986-87, and 18.9 percent in 1987-88. The North Central region has the oldest total work force; the mean age was 39.6 in 1985-86, 39.9 in 1986-87, and 40.1 in 1987-88. The mean State experience was 12.5 years in 1985-86 and 12.7 years from 1986-87 through 1987-88.

The **Central** region shows minimal growth (165 total personnel) in the work force since 1985-86, from 12,271 in 1985-86 to 12,436 in 1987-88. An additional 71 assistant principals were employed from 1985-86 to 1987-88; together, secondary, vocational, and special education teachers decreased by 454 positions while kindergarten, elementary instructional specialists, and elementary teachers increased by 613 positions.

The number of male personnel in the Central region decreased by 1.2 percent during the three years, from 22 percent of the total work force to 20.8 percent; this decrease represents a slightly greater loss of male personnel than in the other four regions, although all geographic regions experienced a decrease in male personnel during the tracking period. The Central work force is similar to the Southwest region in mean age and mean State experience. The mean age of the Central region was 39.5 in 1985-86, 39.7 in 1986-87, and 39.9 in 1987-88. The personnel in both the Central and the Southwest regions have the largest mean number of years of State experience for all three years--12.9, 13, and 13.1 respectively.

Of the five regions, the **Southwest** has the smallest total work force and reflects the least increase in personnel during the tracking period--from 8,341 in 1985-86 to 8,417 (76 total personnel) in 1987-88. Unlike the North, North Central, and Central regions, kindergarten teachers in the Southwest decreased by 15 positions. Similar to the other regions, the numbers of elementary instructional specialists doubled and elementary teachers also increased, while the numbers of secondary teachers decreased. Vocational teachers increased in number somewhat, special education teachers increased by 5 positions, and the number of assistant principals increased by 25.

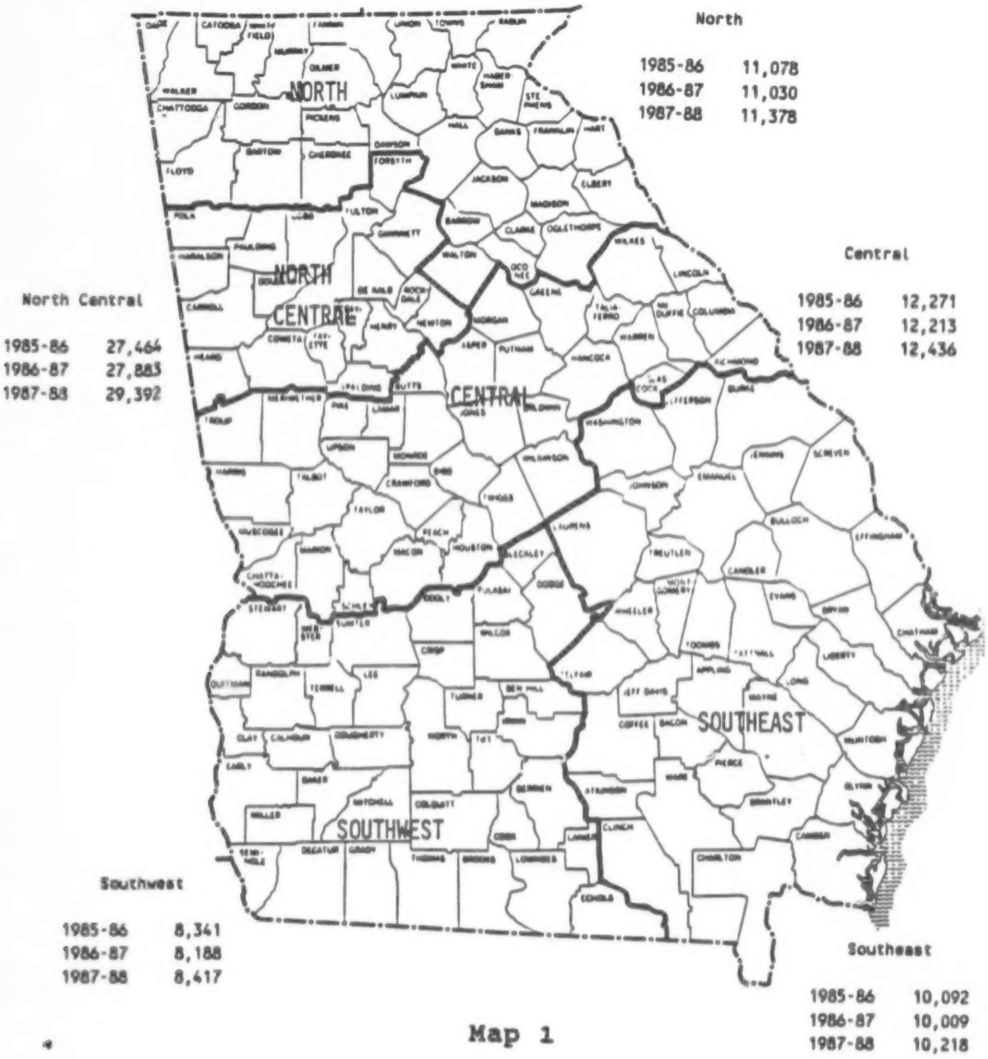
The number of male personnel decreased only slightly during the three years studied, from 21.6 percent to 20.8 percent. As noted earlier, the Southwest region mirrors the Central region in the mean age and mean State experience of its work force. The mean age of the work force in the Southwest was 39.3 in 1985-86, 39.7 in 1986-87, and 39.9 in 1987-88. The mean State experience was 12.9 years in 1985-86 and 13.1 years for both 1986-87 and 1987-88.

The **Southeast** region has the second smallest total work force of the five regions and increased by 129 total personnel during the three years, from 10,092 to 12,218. Like the Southwest region, the number of kindergarten teachers also decreased (by 21 positions). Elementary instructional specialists and elementary teachers increased in number, while the number of secondary teachers decreased; principals decreased by 7 positions, but assistant principals increased by 54 positions.

The Southeast remained nearly static in the percentage of male personnel in the work force: 20.4 percent male personnel from

1985-86 through 1986-87 and 20 percent in 1987-88. The Southeast region has the second youngest work force after the North region--38.7 in 1985-86, 39.0 in 1986-87, and 39.3 in 1987-88. Mean State experience in the Southeast was 12.3 years in 1985-86 and 12.5 years from 1986-87 through 1987-88.

Total Personnel by Region


NORTH
NORTH CENTRAL
CENTRAL
SOUTHWEST
SOUTHEAST
North
1985-86 11,078
1986-87 11,030
1987-88 11,378
Central
1985-86 12,271
1986-87 12,213
1987-88 12,436
North Central
1985-86 27,464
1986-87 27,883
1987-88 29,392
Southwest
1985-86 8,341
1986-87 8,188
1987-88 8,417
Southeast
1985-86 10,092
1986-87 10,009
1987-88 10,218

Map 1

Table XLV

Personnel Classification by Gender (North)

	1985-86				1986-87				1987-88			
	Missing	M	F	Total	Missing	M	F	Total	Missing	M	F	Total
TEACHERS												
Kindergarten	4	9	663	676	0	11	665	676	0	9	692	701
Elem. Inst. Spec.	0	71	128	199	0	106	199	305	0	131	237	368
Elementary	9	338	3,995	4,342	0	482	4,292	4,774	0	378	4,288	4,666
*Secondary	12	1,097	1,371	2,480	0	1,000	1,197	2,197	0	998	1,284	2,282
**Vocational	1	363	370	734	0	251	266	517	0	381	389	770
Special Education	8	168	1,117	1,293	0	147	1,026	1,173	0	146	1,052	1,198
	34	2,046	7,644	9,724	0	1,997	7,645	9,642	0	2,043	7,942	9,985
STUDENT SERVICES												
Elem. Counselors	0	6	25	31	0	9	31	40	0	9	36	45
Sec. Counselors	0	43	98	141	0	43	95	138	0	44	92	136
School Psychol.	0	6	9	15	0	8	15	23	0	9	16	25
School Psychom.	0	14	26	40	0	10	22	32	0	10	25	35
Visit. Teachers	0	18	14	32	0	17	16	33	0	17	16	33
Other Stud. Srvcs.	0	7	10	17	0	9	16	25	0	9	19	28
	0	94	182	276	0	96	195	291	0	98	204	302
ADMIN./SUPERVISORY												
Principals	0	260	51	311	0	254	57	311	0	247	61	308
Asst. Principals	0	98	29	127	0	103	46	149	0	111	63	174
Librarians	0	14	308	322	0	16	305	321	0	15	307	322
Curriculum Spec.	0	3	9	12	0	1	10	11	0	1	11	12
Dir. Curric./Inst.	0	25	34	59	0	25	29	54	0	22	30	52
Comm. Schl. Coord.	0	0	1	1	0	0	1	1	0	0	1	1
Plant/Maintenance	0	2	0	2	0	1	0	1	0	1	0	1
Transp. Pers.	0	4	0	4	0	2	0	2	0	5	0	5
Food Srvc. Admin.	1	0	22	23	0	0	23	23	0	0	27	27
Inst. Supervisor	0	5	18	23	0	5	25	30	0	8	23	31
Finance/Business	0	5	0	5	0	3	0	3	0	3	0	3
Planning/Eval.	0	0	2	2	0	0	2	2	0	0	1	1
Dir. Comm. Schl.	0	0	0	0	0	0	0	0	0	0	0	0
Deputy/Area Super.	0	15	1	16	0	65	18	83	0	13	1	14
Spec. Ed. Dir.	0	10	20	30	0	10	23	33	0	9	28	37
Spec. Ed. Consult.	0	1	6	7	0	1	6	7	0	1	5	6
Kindergarten Dir.	0	0	0	0	0	0	0	0	0	0	0	0
Kindergarten Consult.	0	0	0	0	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	67	20	87	0	17	1	18	0	37	11	48
	1	509	521	1,031	0	503	546	1,049	0	473	569	1,042
SUPERINTENDENTS	0	46	0	46	0	46	0	46	0	46	0	46
RESA DIRECTORS	0	0	0	0	0	0	0	0	0	0	0	0
MISSING CASES(Prof Code)	0	0	1	1	0	1	1	2	0	2	1	3
WORK FORCE TOTAL	35	2,695	8,348	11,078	0	2,643	8,387	11,030	0	2,662	8,716	11,378
Percentages		24%	76%			24%	76%			23%	77%	

*In 1986-87 and 1987-88, DOE procedures obscured secondary/vocational codes.

**Reflects the creation of the Board of Post-Secondary Vocational Education.

Table XLVI

Personnel Classification by Gender (North Central)

	1985-86				1986-87				1987-88			
	Missing	M	F	Total	Missing	M	F	Total	Missing	M	F	Total
TEACHERS												
Kindergarten	3	12	1,228	1,243	0	24	1,466	1,490	0	24	1,658	1,682
Elem. Inst. Spec.	0	221	541	762	0	265	603	868	0	318	744	1,062
Elementary	26	552	9,485	10,063	0	862	10,364	11,226	0	706	10,524	11,230
*Secondary	30	2,466	4,673	7,169	0	2,325	4,333	6,658	0	2,318	4,480	6,798
**Vocational	11	571	901	1,483	0	338	534	872	0	616	912	1,528
Special Education	11	284	2,943	3,238	0	283	2,779	3,062	0	277	2,976	3,253
	81	4,106	19,771	23,958	0	4,097	20,079	24,176	0	4,259	21,294	25,553
STUDENT SERVICES												
Elem. Counselors	0	14	110	124	0	13	124	137	0	14	167	181
Sec. Counselors	0	111	332	443	0	108	345	453	0	104	353	457
School Psychol.	0	24	46	70	0	25	50	75	0	31	52	83
School Psychom.	1	11	56	68	0	10	53	63	0	9	50	59
Visit. Teachers	0	32	47	79	0	31	50	81	0	28	55	83
Other Stud. Srvcs.	0	12	47	59	0	10	43	53	0	13	40	53
	1	204	638	843	0	197	665	862	0	199	717	916
ADMIN./SUPERVISORY												
Principals	0	459	190	649	0	427	216	643	0	411	236	647
Asst. Principals	0	283	207	490	0	311	289	600	0	294	342	636
Librarians	1	28	716	745	0	32	726	758	0	34	725	759
Curriculum Spec.	0	22	50	72	0	17	55	72	0	20	66	86
Dir. Curric./Inst.	0	48	49	97	0	38	47	85	0	34	47	81
Comm. Schl. Coord.	0	13	8	21	0	13	6	19	0	13	8	21
Plant/Maintenance	0	10	2	12	0	17	1	18	0	17	1	18
Transp. Pers.	0	15	0	15	0	17	0	17	0	16	0	16
Food Srvc. Admin.	1	2	25	28	0	2	33	35	0	3	38	41
Inst. Supervisor	0	33	86	119	0	46	139	185	0	42	163	205
Finance/Business	0	21	6	27	0	19	10	29	0	20	14	34
Planning/Eval.	0	5	11	16	0	8	12	20	0	7	11	18
Dir. Comm. Schl.	0	3	0	3	0	4	0	4	0	6	0	6
Deputy/Area Super.	0	38	13	51	0	49	12	61	0	50	13	63
Spec. Ed. Dir.	0	11	25	36	0	12	21	33	0	13	21	34
Spec. Ed. Consult.	0	12	60	72	0	11	58	69	0	9	61	70
Kindergarten Dir.	0	1	0	1	0	0	1	1	0	0	1	1
Kindergarten Consult.	0	0	1	1	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	107	66	173	0	102	65	167	0	83	74	157
	2	1,111	1,515	2,628	0	1,125	1,691	2,816	0	1,072	1,821	2,893
SUPERINTENDENTS	0	22	3	25	0	23	3	26	0	23	4	27
RESA DIRECTORS	0	0	0	0	0	0	0	0	0	0	0	0
MISSING CASES(Prof Code)	0	4	6	10	0	2	1	3	0	2	1	3
WORK FORCE TOTAL	84	5,447	21,933	27,464	0	5,444	22,439	27,883	0	5,555	23,837	29,392
Percentages		20%	80%			20%	80%			19%	81%	

*In 1986-87 and 1987-88, DOE procedures obscured secondary/vocational codes.

**Reflects the creation of the Board of Post-Secondary Vocational Education.

Table XLVII

Personnel Classification by Gender (Central)

	1985-86				1986-87				1987-88			
	Missing	M	F	Total	Missing	M	F	Total	Missing	M	F	Total
TEACHERS												
Kindergarten	7	3	663	673	0	10	725	735	0	10	732	742
Elem. Inst. Spec.	2	56	91	149	0	93	138	231	0	125	174	299
Elementary	17	306	4,388	4,711	0	441	4,757	5,198	0	373	4,732	5,105
*Secondary	22	1,128	1,897	3,047	0	968	1,664	2,632	0	993	1,741	2,734
**Vocational	17	396	453	866	0	321	345	666	0	342	430	772
Special Education	10	123	1,126	1,259	0	122	1,058	1,180	0	125	1,087	1,212
	75	2,012	8,618	10,705	0	1,955	8,687	10,642	0	1,968	8,896	10,864
STUDENT SERVICES												
Elem. Counselors	0	6	20	26	0	9	19	28	0	7	23	30
Sec. Counselors	0	59	124	183	0	54	126	180	0	58	129	187
School Psychol.	1	16	10	27	0	15	10	25	0	16	13	29
School Psychom.	0	5	21	26	0	7	21	28	0	9	20	29
Visit. Teachers	0	17	18	35	0	18	18	36	0	16	18	34
Other Stud. Srvcs.	0	8	23	31	0	9	20	29	0	6	16	22
	1	111	216	328	0	112	214	326	0	112	219	331
ADMIN./SUPERVISORY												
Principals	0	254	74	328	0	239	86	325	0	239	85	324
Asst. Principals	0	115	45	160	0	110	68	178	0	113	118	231
Librarians	1	10	324	335	0	13	322	335	0	13	321	334
Curriculum Spec.	0	6	34	40	0	8	29	37	0	7	31	38
Dir. Curric./Inst.	0	18	39	57	0	19	41	60	0	14	42	56
Comm. Schl. Coord.	0	0	0	0	0	0	0	0	0	0	1	1
Plant/Maintenance	0	4	0	4	0	5	0	5	0	5	0	5
Transp. Pers.	0	6	0	6	0	7	1	8	0	6	1	7
Food Srvc. Admin.	1	0	22	23	0	1	23	24	0	0	26	26
Inst. Supervisor	0	14	83	97	0	17	70	87	0	12	41	53
Finance/Business	0	5	0	5	0	5	1	6	0	5	1	6
Planning/Eval.	0	1	4	5	0	2	5	7	0	2	5	7
Dir. Comm. Schl.	0	0	1	1	0	0	0	0	0	0	0	0
Deputy/Area Super.	0	14	1	15	0	17	3	20	0	21	5	26
Spec. Ed. Dir.	0	10	13	23	0	5	15	20	0	4	16	20
Spec. Ed. Consult.	0	3	17	20	0	2	15	17	0	3	14	17
Kindergarten Dir.	0	0	0	0	0	0	0	0	0	0	0	0
Kindergarten Consult.	0	0	0	0	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	57	20	77	0	51	23	74	0	27	21	48
	2	517	677	1,196	0	501	[illegible]	1,203	0	471	728	1,199
SUPERINTENDENTS	0	38	2	40	0	38	2	40	0	37	3	40
RESA DIRECTORS	0	0	0	0	0	0	0	0	0	0	0	0
MISSING CASES(Prof Code)	0	0	2	2	0	0	2	2	0	0	2	2
WORK FORCE TOTAL	78	2,678	9,515	12,271	0	2,606	9,607	12,213	0	2,588	9,848	12,436
Percentages		22%	78%			21%	79%			21%	79%	

*In 1986-87 and 1987-88, DOE procedures obscured secondary/vocational codes.

**Reflects the creation of the Board of Post-Secondary Vocational Education.

Table XLVIII

Personnel Classification by Gender (Southwest)

	1985-86				1986-87				1987-88			
	Missing	M	F	Total	Missing	M	F	Total	Missing	M	F	Total
TEACHERS												
Kindergarten	2	6	513	521	0	7	505	512	0	6	500	506
Elem. Inst. Spec.	1	45	96	142	0	63	125	188	0	112	176	288
Elementary	9	214	3,136	3,359	0	291	3,278	3,569	0	238	3,262	3,500
*Secondary	9	687	1,124	1,820	0	593	974	1,567	0	577	1,032	1,609
**Vocational	2	261	286	549	0	215	240	455	0	279	292	571
Special Education	6	99	781	886	0	88	746	834	0	86	805	891
	29	1,312	5,936	7,277	0	1,257	5,868	7,125	0	1,298	6,067	7,365
STUDENT SERVICES												
Elem. Counselors	0	2	11	13	0	2	11	13	0	5	20	25
Sec. Counselors	0	30	91	121	0	30	91	121	0	24	85	109
School Psychol.	0	14	7	21	0	11	7	18	0	8	8	16
School Psychom.	1	12	13	26	0	12	12	24	0	13	14	27
Visit. Teachers	1	14	15	30	0	11	14	25	0	10	16	26
Other Stud. Srvcs.	1	6	21	28	0	6	19	25	0	8	18	26
	3	78	158	239	0	72	154	226	0	68	161	229
ADMIN./SUPERVISORY												
Principals	0	170	45	215	0	165	49	214	0	155	52	207
Asst. Principals	0	79	35	114	0	87	40	127	0	94	45	139
Librarians	0	10	206	216	0	14	211	225	0	13	211	224
Curriculum Spec.	0	0	6	6	0	0	8	8	0	1	11	12
Dir. Curric./Inst.	0	26	36	62	0	22	35	57	0	20	32	52
Comm. Schl. Coord.	0	0	2	2	0	0	1	1	0	0	1	1
Plant/Maintenance	0	2	0	2	0	3	0	3	0	2	0	2
Transp. Pers.	0	3	0	3	0	3	0	3	0	3	0	3
Food Srvc. Admin.	0	3	15	18	0	2	18	20	0	2	19	21
Inst. Supervisor	0	8	14	22	0	6	19	25	0	6	21	27
Finance/Business	0	1	0	1	0	2	0	2	0	2	0	2
Planning/Eval.	0	0	1	1	0	1	0	1	0	1	0	1
Dir. Comm. Schl.	0	0	0	0	0	0	0	0	0	0	0	0
Deputy/Area Super.	0	10	1	11	0	11	1	12	0	13	2	15
Spec. Ed. Dir.	0	9	22	31	0	6	23	29	0	7	22	29
Spec. Ed. Consult.	0	0	7	7	0	0	4	4	0	0	3	3
Kindergarten Dir.	0	0	1	1	0	0	1	1	0	0	1	1
Kindergarten Consult.	0	0	0	0	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	46	21	67	0	44	19	63	0	25	17	42
	0	367	412	779	0	366	429	795	0	344	437	781
SUPERINTENDENTS	0	40	3	43	0	38	3	41	0	37	4	41
RESA DIRECTORS	0	0	0	0	0	0	0	0	0	0	0	0
MISSING CASES(Prof Code)	0	1	2	3	0	0	1	1	0	0	1	1
WORK FORCE TOTAL	32	1,798	6,511	8,341	0	1,733	6,455	8,188	0	1,747	6,670	8,417
Percentages		22%	78%			21%	79%			21%	79%	

*In 1986-87 and 1987-88, DOE procedures obscured secondary/vocational codes.

**Reflects the creation of the Board of Post-Secondary Vocational Education.

Table XLIX

Personnel Classification by Gender (Southeast)

	1985-86				1986-87				1987-88			
	Missing	M	F	Total	Missing	M	F	Total	Missing	M	F	Total
TEACHERS												
Kindergarten	0	12	643	655	0	7	619	626	0	6	628	634
Elem. Inst. Spec.	0	78	161	239	0	99	189	288	0	149	243	392
Elementary	19	268	3,794	4,081	0	385	3,996	4,381	0	291	3,960	4,251
*Secondary	16	793	1,395	2,204	0	710	1,264	1,974	0	678	1,276	1,954
**Vocational	3	286	349	638	0	203	253	456	0	305	366	671
Special Education	7	93	926	1,026	0	100	872	972	0	99	901	1,000
						0						
	45	1,530	7,268	8,843	0	1,504	7,193	8,697	0	1,528	7,374	8,902
STUDENT SERVICES												
Elem. Counselors	0	9	59	68	0	11	58	69	0	11	64	75
Sec. Counselors	0	40	76	116	0	37	80	117	0	36	81	117
School Psychol.	0	9	13	22	0	10	15	25	0	10	14	24
School Psychom.	0	6	25	31	0	5	21	26	0	4	22	26
Visit. Teachers	0	15	12	27	0	14	9	23	0	11	10	21
Other Stud. Srvcs.	0	7	8	15	0	6	10	16	0	11	6	17
	0	86	193	279	0	83	193	276	0	83	197	280
ADMIN./SUPERVISORY												
Principals	0	206	67	273	0	202	75	277	0	187	79	266
Asst. Principals	1	81	49	131	0	90	65	155	0	102	83	185
Librarians	1	9	254	264	0	15	269	284	0	12	270	282
Curriculum Spec.	0	2	13	15	0	2	8	10	0	1	10	11
Dir. Curric./Inst.	0	25	46	71	0	24	40	64	0	21	39	60
Comm. Schl. Coord.	0	0	0	0	0	0	2	2	0	0	1	1
Plant/Maintenance	0	1	0	1	0	1	0	1	0	2	0	2
Transp. Pers.	0	2	0	2	0	3	0	3	0	4	0	4
Food Srvc. Admin.	0	0	30	30	0	0	32	32	0	0	32	32
Inst. Supervisor	0	1	10	11	0	2	16	18	0	0	14	14
Finance/Business	0	1	1	2	0	1	1	2	0	3	1	4
Planning/Eval.	0	1	1	2	0	2	2	4	0	2	2	4
Dir. Comm. Schl.	0	2	0	2	0	3	0	3	0	3	0	3
Deputy/Area Super.	0	9	2	11	0	11	4	15	0	12	5	17
Spec. Ed. Dir.	0	8	26	34	0	4	26	30	0	6	30	36
Spec. Ed. Consult.	0	3	5	8	0	3	5	8	0	3	5	8
Kindergarten Dir.	0	0	3	3	0	0	3	3	0	0	2	2
Kindergarten Consult.	0	0	0	0	0	0	0	0	0	0	0	0
Other Cert. Pers.	0	48	18	66	0	52	29	81	0	33	29	62
	2	399	525	926	0	415	577	992	0	391	602	993
SUPERINTENDENTS	0	36	5	41	0	34	5	39	0	35	5	40
RESA DIRECTORS	0	0	0	0	0	0	0	0	0	0	0	0
MISSING CASES(Prof Code)	0	2	1	3	0	2	3	5	0	2	1	3
WORK FORCE TOTAL	47	2,053	7,992	10,092	0	2,038	7,971	10,009	0	2,039	8,179	10,218
Percentages		20%	80%			20%	80%			20%	80%	

*In 1986-87 and 1987-88, DOE procedures obscured secondary/vocational codes.

**Reflects the creation of the Board of Post-Secondary Vocational Education.

Age

Table L

Range Distribution of Age (North)

Age	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %
Below 21	0	0.0%	0	0.0%	0	0.0%
21-25	583	5.6%	550	5.2%	555	5.1%
26-30	1,554	14.9%	1,444	13.7%	1,438	13.1%
31-35	2,140	20.5%	1,965	18.7%	1,917	17.5%
36-40	2,515	24.1%	2,590	24.6%	2,564	23.4%
41-45	1,538	14.7%	1,754	16.7%	2,039	18.6%
46-50	902	8.6%	1,003	9.5%	1,187	10.8%
51-55	622	6.0%	637	6.0%	642	5.9%
56-60	408	3.9%	413	3.9%	436	4.0%
61-65	154	1.5%	142	1.3%	148	1.4%
66+	31	0.3%	34	0.3%	25	0.2%
	10,447	100.0%	10,532	100.0%	10,951	100.0%
Missing Cases	631		498		427	
Total:	11,078		11,030		11,378	
Mean Age:	38.4		38.9		39.2	

Percentages do not always sum to 100 due to rounding.

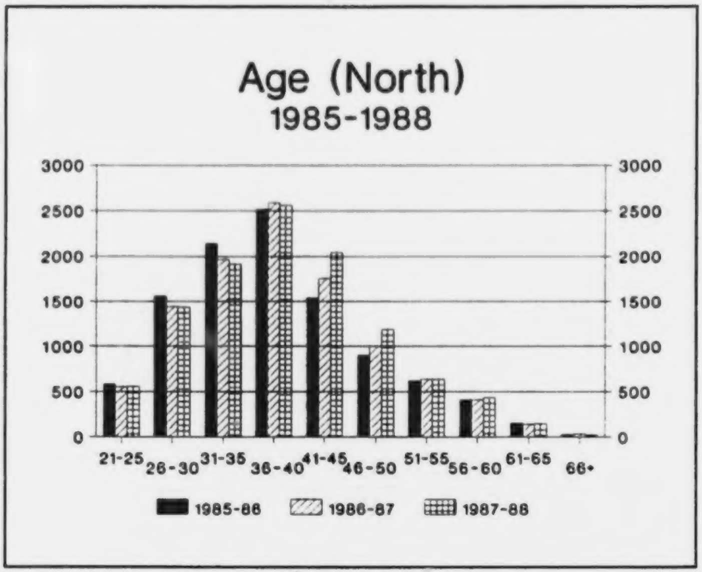


Figure 45

Table LI

Range Distribution of Age (North Central)

	1985-86		1986-87		1987-88	
Age	Count	%	Count	%	Count	%
Below 21	1	0.0%	2	0.0%	1	0.0%
21-25	1,117	4.2%	1,171	4.3%	1,370	4.8%
26-30	3,317	12.6%	3,237	12.0%	3,363	11.8%
31-35	4,826	18.4%	4,459	16.5%	4,418	15.4%
36-40	6,158	23.4%	6,333	23.5%	6,290	22.0%
41-45	4,473	17.0%	4,935	18.3%	5,656	19.8%
46-50	2,765	10.5%	3,018	11.2%	3,457	12.1%
51-55	1,925	7.3%	2,061	7.6%	2,192	7.7%
56-60	1,139	4.3%	1,180	4.4%	1,239	4.3%
61-65	479	1.8%	471	1.7%	505	1.8%
66+	93	0.4%	92	0.3%	108	0.4%
	26,293	100.0%	26,959	100.0%	28,599	100.0%
Missing Cases	1,171		924		793	
Total:	27,464		27,883		29,392	
Mean Age:	39.6		39.9		40.1	

Percentages do not always sum to 100 due to rounding.

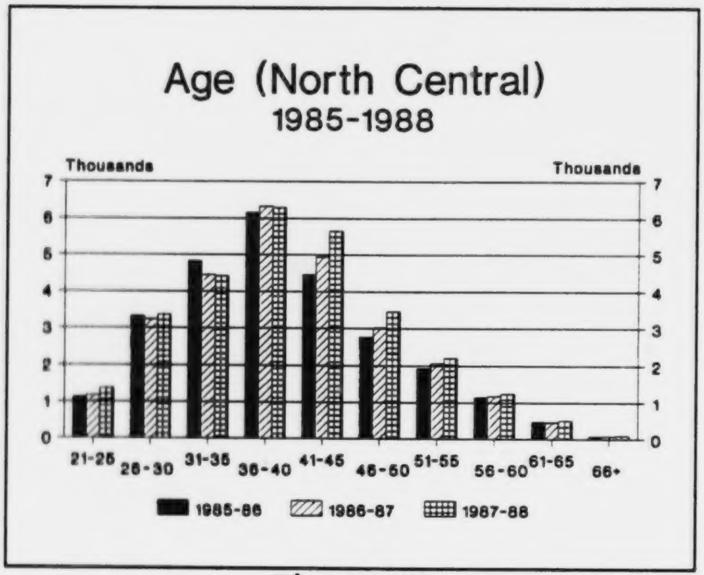


Figure 46

Table LII

Range Distribution of Age (Central)

Age	1985-86		1986-87		1987-88	
	Count	%	Count	%	Count	%
Below 21	0	0.0%	0	0.0%	0	0.0%
21-25	539	4.8%	531	4.6%	565	4.8%
26-30	1,417	12.5%	1,431	12.5%	1,434	12.2%
31-35	2,184	19.3%	2,036	17.8%	1,948	16.5%
36-40	2,635	23.3%	2,663	23.2%	2,614	22.2%
41-45	1,752	15.5%	1,964	17.1%	2,235	19.0%
46-50	1,113	9.8%	1,167	10.2%	1,276	10.8%
51-55	889	7.9%	872	7.6%	889	7.5%
56-60	548	4.8%	557	4.9%	584	5.0%
61-65	203	1.8%	201	1.8%	190	1.6%
66+	39	0.3%	38	0.3%	43	0.4%
	11,319	100.0%	11,460	100.0%	11,778	100.0%
Missing Cases	952		753		658	
Total:	12,271		12,213		12,436	
Mean Age:	39.5		39.7		39.9	

Percentages do not always sum to 100 due to rounding.

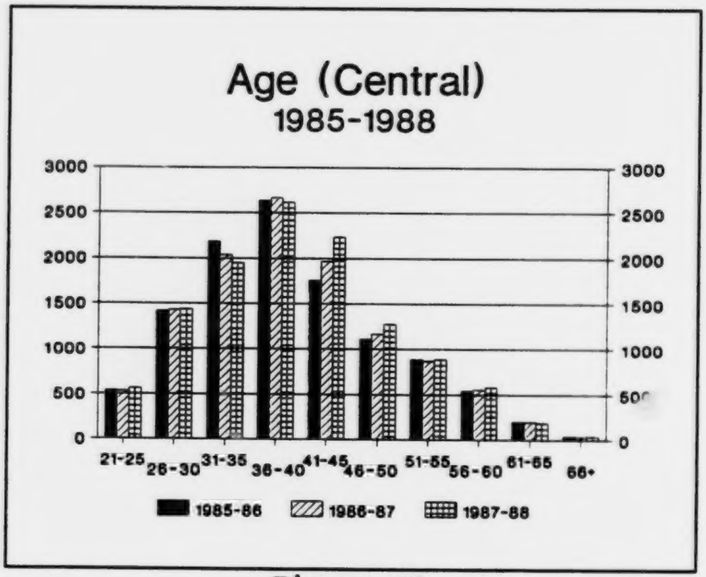


Figure 47

Table LIII

Range Distribution of Age (Southwest)

	1985-86		1986-87		1987-88	
Age	Count	%	Count	%	Count	%
Below 21	1	0.0%	1	0.0%	0	0.0%
21-25	366	4.8%	353	4.6%	356	4.5%
26-30	1,051	13.7%	969	12.7%	1,003	12.6%
31-35	1,604	20.9%	1,416	18.5%	1,310	16.4%
36-40	1,743	22.7%	1,848	24.1%	1,899	23.8%
41-45	1,043	13.6%	1,147	15.0%	1,339	16.8%
46-50	718	9.3%	785	10.2%	857	10.8%
51-55	576	7.5%	562	7.3%	601	7.5%
56-60	403	5.2%	424	5.5%	437	5.5%
61-65	156	2.0%	129	1.7%	139	1.7%
66+	27	0.4%	25	0.3%	28	0.4%
	7,688	100.0%	7,659	100.0%	7,969	100.0%
Missing Cases	653		529		448	
Total:	8,341		8,188		8,417	
Mean Age:	39.3		39.7		39.9	

Percentages do not always sum to 100 due to rounding.

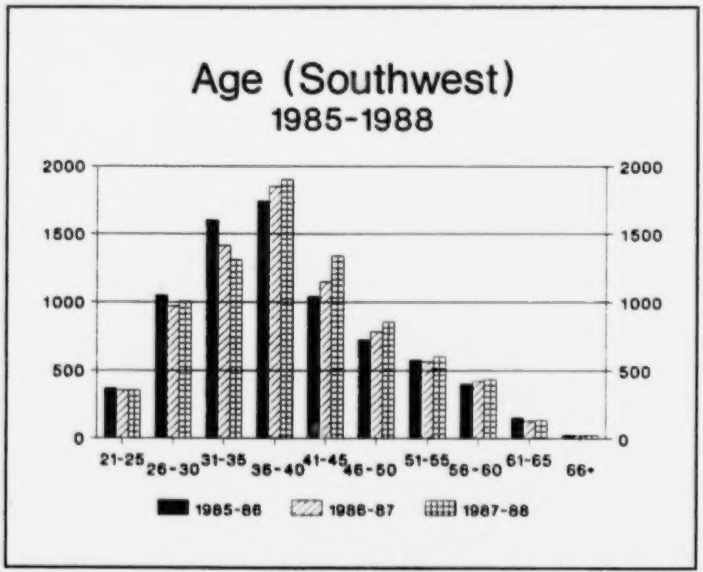


Figure 48

Table LIV

Range Distribution of Age (Southeast)

	1985-86		1986-87		1987-88	
Age	Count	%	Count	%	Count	%
Below 21	0	0.0%	0	0.0%	0	0.0%
21-25	584	6.3%	582	6.2%	550	5.7%
26-30	1,334	14.3%	1,242	13.2%	1,278	13.1%
31-35	1,936	20.7%	1,801	19.1%	1,686	17.3%
36-40	2,085	22.3%	2,194	23.3%	2,241	23.0%
41-45	1,265	13.5%	1,430	15.2%	1,646	16.9%
46-50	864	9.3%	893	9.5%	993	10.2%
51-55	686	7.3%	692	7.3%	739	7.6%
56-60	404	4.3%	410	4.4%	413	4.2%
61-65	152	1.6%	153	1.6%	153	1.6%
66+	30	0.3%	28	0.3%	30	0.3%
	9,340	100.0%	9,425	100.0%	9,729	100.0%
Missing Cases	752		584		489	
Total:	10,092		10,009		10,218	
Mean Age:	38.7		39.0		39.3	

Percentages do not always sum to 100 due to rounding.

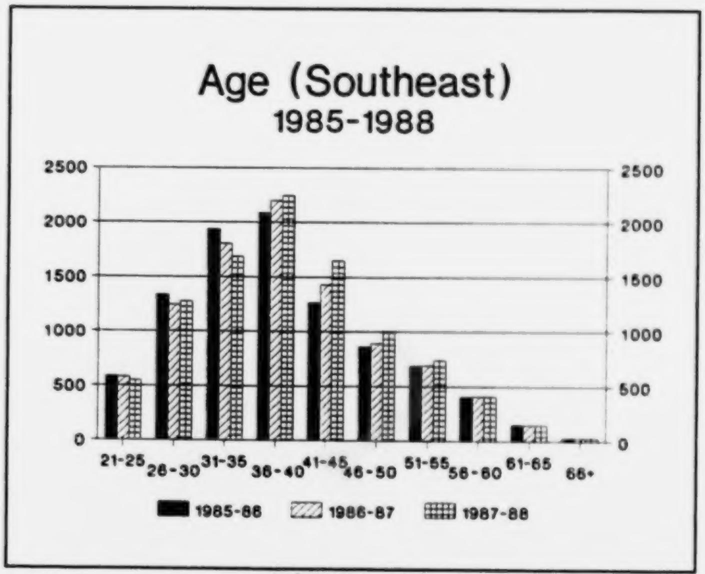


Figure 49

Table LV

Range Distribution of State Experience (North)

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %
0- 4	1,878	17.0%	1,828	16.6%	1,881	16.5%
5- 9	3,239	29.2%	3,020	27.4%	2,941	25.8%
10-14	2,585	23.3%	2,587	23.5%	2,649	23.3%
15-19	1,575	14.2%	1,793	16.3%	2,018	17.7%
20-24	836	7.5%	894	8.1%	991	8.7%
25-29	541	4.9%	536	4.9%	558	4.9%
30-34	286	2.6%	260	2.4%	242	2.1%
35-39	111	1.0%	96	0.9%	83	0.7%
40-44	23	0.2%	13	0.1%	13	0.1%
Over 44	4	0.0%	3	0.0%	2	0.0%
Missing Cases	0	0.0%	0	0.0%	0	0.0%
Total:	11,078	100.0%	11,030	100.0%	11,378	100.0%
Mean Experience:	11.8		12.0		12.2	

Percentages do not always sum to 100 due to rounding.

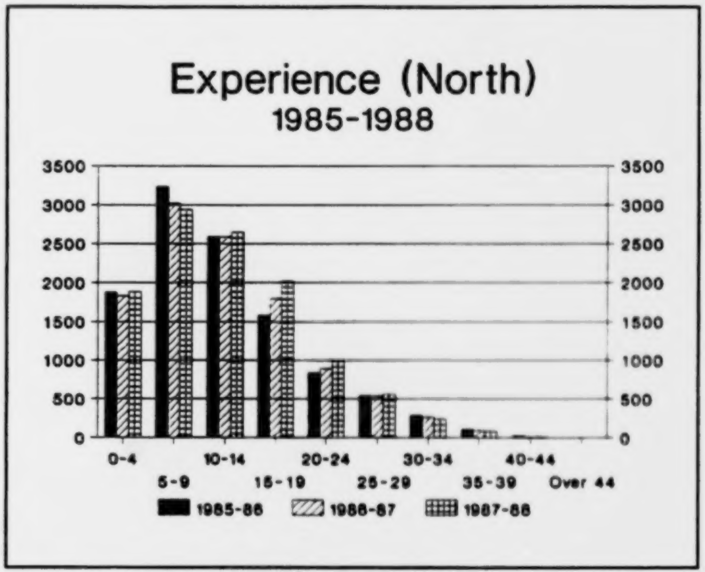


Figure 50

Table LVI

Range Distribution of State Experience (North Central)

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %
0- 4	4,562	16.6%	4,694	16.8%	5,249	17.9%
5- 9	6,860	25.0%	6,563	23.5%	6,617	22.5%
10-14	6,335	23.1%	6,307	22.6%	6,414	21.8%
15-19	4,376	15.9%	4,691	16.8%	5,154	17.5%
20-24	2,601	9.5%	2,889	10.4%	3,121	10.6%
25-29	1,649	6.0%	1,694	6.1%	1,735	5.9%
30-34	725	2.6%	713	2.6%	754	2.6%
35-39	298	1.1%	290	1.0%	306	1.0%
40-44	51	0.2%	38	0.1%	38	0.1%
Over 44	7	0.0%	4	0.0%	4	0.0%
Missing Cases	0	0.0%	0	0.0%	0	0.0%
Total:	27,464	100.0%	27,883	100.0%	29,392	100.0%
Mean Experience:	12.5		12.7		12.7	

Percentages do not always sum to 100 due to rounding.

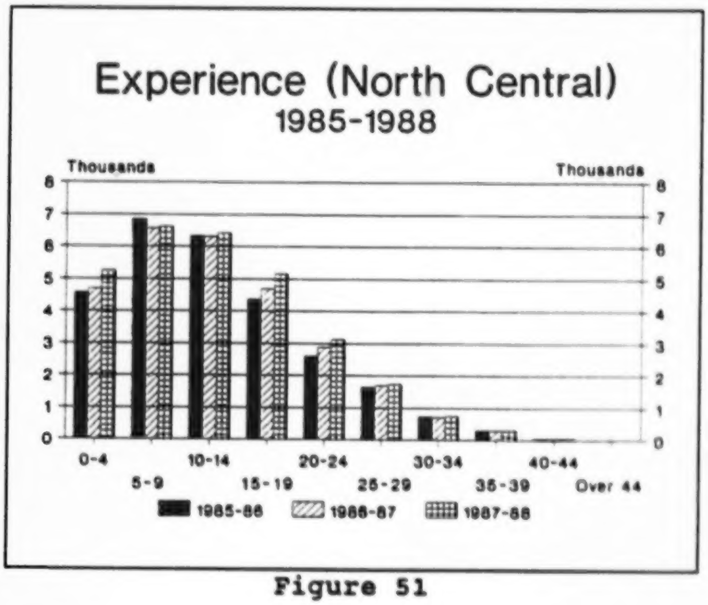


Figure 51

Table LVII

Range Distribution of State Experience (Central)

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %
0- 4	1,977	16.1%	2,031	16.6%	2,153	17.3%
5- 9	2,962	24.1%	2,766	22.6%	2,691	21.6%
10-14	2,775	22.6%	2,730	22.4%	2,638	21.2%
15-19	1,943	15.8%	2,034	16.7%	2,198	17.7%
20-24	1,201	9.8%	1,275	10.4%	1,360	10.9%
25-29	844	6.9%	856	7.0%	872	7.0%
30-34	380	3.1%	364	3.0%	375	3.0%
35-39	152	1.2%	119	1.0%	118	0.9%
40-44	28	0.2%	26	0.2%	21	0.2%
Over 44	9	0.1%	12	0.1%	10	0.1%
Missing Cases	0	0.0%	0	0.0%	0	0.0%
Total:	12,271	100.0%	12,213	100.0%	12,436	100.0%
Mean Experience:	12.9		13.0		13.1	

Percentages do not always sum to 100 due to rounding.

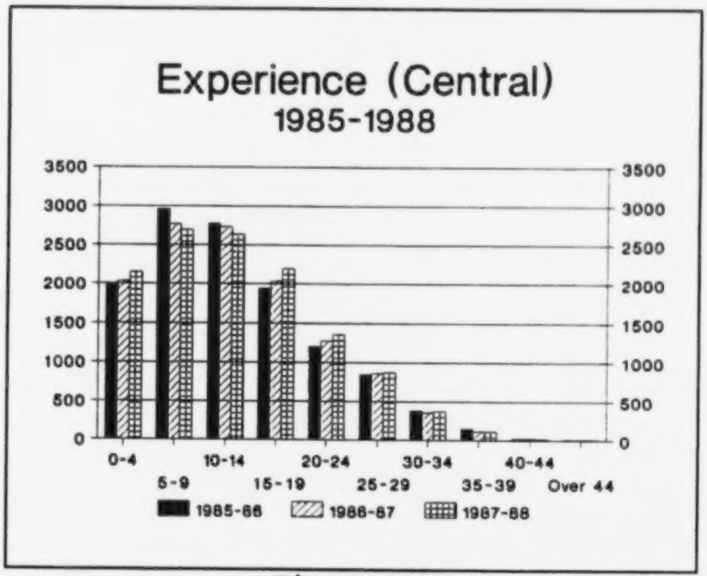


Figure 52

Table LVIII

Range Distribution of State Experience (Southwest)

Years of Experience	1985-86 Count	1985-86 %	1986-87 Count	1986-87 %	1987-88 Count	1987-88 %
0- 4	1,294	15.5%	1,239	15.1%	1,399	16.6%
5- 9	2,259	27.1%	2,073	25.3%	1,959	23.3%
10-14	1,849	22.2%	1,831	22.4%	1,850	22.0%
15-19	1,125	13.5%	1,240	15.1%	1,400	16.6%
20-24	731	8.8%	778	9.5%	790	9.4%
25-29	582	7.0%	564	6.9%	575	6.8%
30-34	329	3.9%	302	3.7%	286	3.4%
35-39	140	1.7%	135	1.6%	137	1.6%
40-44	24	0.3%	19	0.2%	14	0.2%
Over 44	8	0.1%	7	0.1%	7	0.1%
Missing Cases	0	0.0%	0	0.0%	0	0.0%
Total:	8,341	100.0%	8,188	100.0%	8,417	100.0%
Mean Experience:	12.9		13.1		13.1	

Percentages do not always sum to 100 due to rounding.

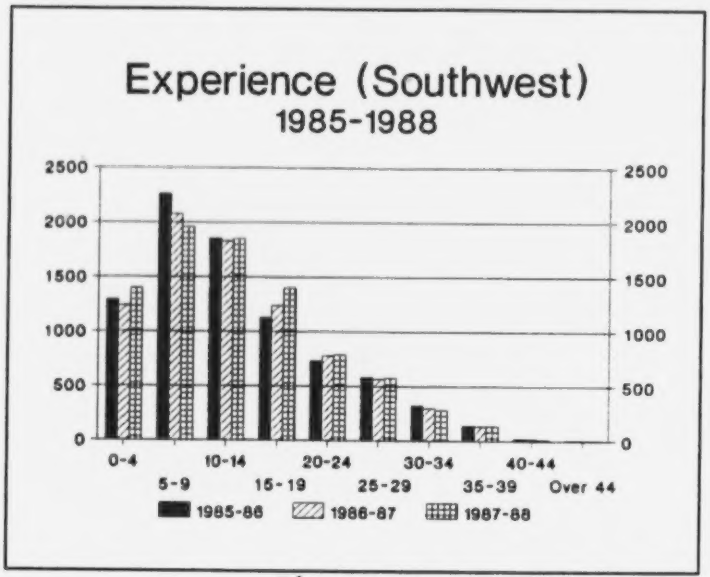


Figure 53

Table LIX

Range Distribution of State Experience (Southeast)

Years of Experience	1985-86		1986-87		1987-88	
	Count	%	Count	%	Count	%
0- 4	1,815	18.0%	1,742	17.4%	1,836	18.0%
5- 9	2,640	26.2%	2,514	25.1%	2,462	24.1%
10-14	2,267	22.5%	2,263	22.6%	2,233	21.9%
15-19	1,374	13.6%	1,552	15.5%	1,727	16.9%
20-24	846	8.4%	877	8.8%	913	8.9%
25-29	681	6.7%	653	6.5%	663	6.5%
30-34	302	3.0%	270	2.7%	258	2.5%
35-39	140	1.4%	116	1.2%	107	1.0%
40-44	26	0.3%	21	0.2%	19	0.2%
Over 44	1	0.0%	1	0.0%	0	0.0%
Missing Cases	0	0.0%	0	0.0%	0	0.0%
Total:	10,092	100.0%	10,009	100.0%	10,218	100.0%
Mean Experience:	12.3		12.5		12.5	

Percentages do not always sum to 100 due to rounding.

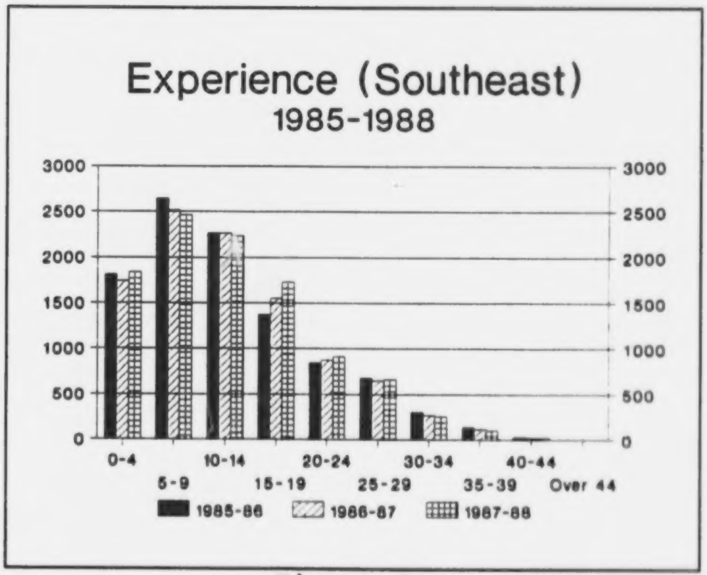


Figure 54

Table LX

Age by Region

	1985-86		1986-87		1987-88	
	Regional Work Force	Mean Age	Regional Work Force	Mean Age	Regional Work Force	Mean Age
North	11,078	38.42	11,030	38.85	11,378	39.16
North Central	27,464	39.64	27,883	39.93	29,392	40.11
Central	12,271	39.54	12,213	39.72	12,436	39.91
Southwest	8,341	39.32	8,188	39.67	8,417	39.93
Southeast	10,092	38.73	10,009	39.02	10,218	39.32

Note: These totals do not reflect RESA personnel.

Table LXI

Experience by Region

	1985-86		1986-87		1987-88	
	Regional Work Force	Mean Experience	Regional Work Force	Mean Experience	Regional Work Force	Mean Experience
North	11,078	11.8	11,030	12.0	11,378	12.2
North Central	27,464	12.5	27,883	12.7	29,392	12.7
Central	12,271	12.9	12,213	13.0	12,436	13.1
Southwest	8,341	12.9	8,188	13.1	8,417	13.1
Southeast	10,092	12.3	10,009	12.5	10,218	12.5

Note: These totals do not reflect RESA personnel.

Table LXII

Regional Work Force Summary by Age and Gender

		1985-86			1986-87			1987-88		
		Total Count	%	Mean Age	Total Count	%	Mean Age	Total Count	%	Mean Age
North	Males	2,695	24.4%	39.82	2,643	24.0%	40.24	2,662	23.4%	40.58
	Females	8,348	75.6%	37.97	8,387	76.0%	38.42	8,716	76.6%	38.73
North Central	Males	5,447	19.9%	40.94	5,444	19.5%	41.16	5,555	18.9%	41.32
	Females	21,933	80.1%	39.32	22,439	80.5%	39.64	23,837	81.1%	39.83
Central	Males	2,678	22.0%	41.78	2,606	21.3%	41.88	2,588	20.8%	41.75
	Females	9,515	78.0%	38.92	9,607	78.7%	39.14	9,848	79.2%	39.44
Southwest	Males	1,798	21.6%	41.41	1,733	21.2%	41.56	1,747	20.8%	41.96
	Females	6,511	78.4%	38.73	6,455	78.8%	39.16	6,670	79.2%	39.40
Southeast	Males	2,053	20.4%	40.25	2,038	20.4%	40.38	2,039	20.0%	40.47
	Females	7,992	79.6%	38.34	7,971	79.6%	38.68	8,179	80.0%	39.03

Note: These totals do not reflect RESA personnel.

Table LXIII

New Personnel by Region (0 Years Georgia Experience)

	1985-86			1986-87			1987-88		
	New	Total	%	New	Total	%	New	Total	%
North	649	11,078	6%	635	11,030	6%	622	11,378	5%
North Central	1,411	27,464	5%	1,394	27,883	5%	1,691	29,392	6%
Central	774	12,271	6%	763	12,213	6%	770	12,436	6%
Southwest	482	8,341	6%	402	8,188	5%	513	8,417	6%
Southeast	688	10,092	7%	623	10,009	6%	689	10,218	7%
RESAs	50	403	12%	15	363	4%	24	385	6%
	4,054	69,649	6%	3,832	69,686	5%	4,309	72,226	6%

Table LXIV

Attrition by Region
1986 to 1987

				Percent of State Total	
	1986-1987 Attrition	1986 Total	% Attrition	Work Force	Attrition
North	836	11,078	7.5	15.9	15.3
North Central	2,132	27,464	7.8	39.4	39.0
Central	1,000	12,271	8.1	17.6	18.3
Southwest	614	8,341	7.4	12.0	11.2
Southeast	844	10,092	8.4	14.5	15.4
Total:	5,426	69,246	7.9		

Note: These totals do not reflect RESA personnel.

Table LXV

Attrition by Region
1987 to 1988

				Percent of State Total	
	1987-1988 Attrition	1987 Total	% Attrition	Work Force	Attrition
North	687	11,030	6.2	15.8	15.3
North Central	1,704	27,883	6.1	39.9	38.1
Central	901	12,213	7.4	17.5	20.1
Southwest	451	8,188	5.5	11.7	10.1
Southeast	702	10,009	7.0	14.3	15.7
Total:	4,445	69,323	6.4		

Note: These totals do not reflect RESA personnel.

Table LXVI

Regional Certificate Distribution

1985-86

Region	Reg	PB	Life	Non-Renewable	Prov	Prob	Emer	NCER	Other	Unknown	Total
North	6,004	1,443	2,452	445	208	357	36	85	48	0	11,078
	54.2%	13.0%	22.1%	4.0%	1.9%	3.2%	0.3%	0.8%	0.4%	0.0%	100%
North Central	14,844	2,688	7,373	991	539	578	109	296	44	2	27,464
	54.0%	9.8%	26.8%	3.6%	2.0%	2.1%	0.4%	1.1%	0.2%	0.0%	100%
Central	6,214	1,291	3,383	476	234	387	52	176	57	1	12,271
	50.6%	10.5%	27.6%	3.9%	1.9%	3.2%	0.4%	1.4%	0.5%	0.0%	100%
Southwest	4,239	1,028	2,220	305	145	277	20	84	22	1	8,341
	50.8%	12.3%	26.6%	3.7%	1.7%	3.3%	0.2%	1.0%	0.3%	0.0%	100%
Southeast	5,142	1,249	2,415	446	241	427	49	97	26	0	10,092
	51.0%	12.4%	23.9%	4.4%	2.4%	4.2%	0.5%	1.0%	0.3%	0.0%	100%

1986-87

Region	Reg	PB	Life	Non-Renewable	Prov	Prob	Emer	NCER	Other	Unknown	Total
North	5,897	1,737	2,284	630	124	306	12	27	13	0	11,030
	53.5%	15.7%	20.7%	5.7%	1.1%	2.8%	0.1%	0.2%	0.1%	0.0%	100%
North Central	14,691	3,415	6,910	1,815	381	473	36	145	14	3	27,883
	52.7%	12.2%	24.8%	6.5%	1.4%	1.7%	0.1%	0.5%	0.1%	0.0%	100%
Central	6,118	1,640	3,113	759	182	278	11	97	15	0	12,213
	50.1%	13.4%	25.5%	6.2%	1.5%	2.3%	0.1%	0.8%	0.1%	0.0%	100%
Southwest	4,116	1,221	2,040	468	87	228	5	18	5	0	8,188
	50.3%	14.9%	24.9%	5.7%	1.1%	2.8%	0.1%	0.2%	0.1%	0.0%	100%
Southeast	5,068	1,514	2,210	682	147	332	8	41	7	0	10,009
	50.6%	15.1%	22.1%	6.8%	1.5%	3.3%	0.1%	0.4%	0.1%	0.0%	100%

1987-88

Region	Reg	PB	Life	Non-Renewable	Prov	Prob	Emer	NCER	Other	Unknown	Total
North	5,909	2,151	2,119	722	113	293	17	52	2	0	11,378
	51.9%	18.9%	18.6%	6.3%	1.0%	2.6%	0.1%	0.5%	0.0%	0.0%	100%
North Central	14,784	4,426	6,542	2,453	366	497	79	238	6	1	29,392
	50.3%	15.1%	22.3%	8.3%	1.2%	1.7%	0.3%	0.8%	0.0%	0.0%	100%
Central	5,943	1,954	2,913	1,013	176	322	27	85	3	0	12,436
	47.8%	15.7%	23.4%	8.1%	1.4%	2.6%	0.2%	0.7%	0.0%	0.0%	100%
Southwest	4,088	1,474	1,907	592	95	213	11	34	3	0	8,417
	48.6%	17.5%	22.7%	7.0%	1.1%	2.5%	0.1%	0.4%	0.0%	0.0%	100%
Southeast	4,999	1,835	2,031	803	180	305	14	50	1	0	10,218
	48.9%	18.0%	19.9%	7.9%	1.8%	3.0%	0.1%	0.5%	0.0%	0.0%	100%

These totals do not reflect RESA personnel.
Percentages do not always sum to 100 due to rounding.

CHAPTER 4: CERTIFICATION IN GEORGIA

HISTORICAL CONTEXT

During the last half of this decade, the education profession has witnessed a great deal of change in the certification and licensure of teachers, those new to the profession as well as those seeking change or advancement. Pressure from 1980s reform legislation has caused states to introduce additional criteria for certification in an effort to "tighten" the necessary hurdles as well as "open them up" for qualified individuals who volunteer to join the teaching ranks, especially in certain critical fields which may be experiencing shortages of qualified personnel. Others, such as Georgia, either have developed or are presently designing sophisticated assessment criteria and techniques which lead to "performance-based" certification, aimed at both rewarding the outstanding and diligent teacher and providing a visible barometer of accountability for policymakers and concerned taxpayers.

According to a 1986 AACTE survey, 46 states require some form of teacher testing before state licensure (Sandefur, 1986). Twenty-five states require new teachers to pass a test before entering teacher education programs. Most states now require a minimum grade point average for teacher education students. Eleven states require on-the-job evaluation of classroom performance before full licensure (Goertz, 1986).

Not surprisingly, as Georgia has discovered, these on-site evaluations require serious commitments of time, effort, and resources to be developed and administered fairly and reliably. However, the pedagogical arguments for on-site evaluations are compelling; as in other professions which ultimately are intended to serve the public interest, i.e., medicine, architecture, and law, comprehensive plans to professionalize state licensure and certification can increase the overall quality of professional practice by acknowledging the complexity of the profession and encouraging, through assessment, the acquisition by candidates of a broad set of understandings and abilities. In the teaching profession, states such as Minnesota are developing working applications of this maxim, demonstrated by the addition of a year-long teaching internship to their state licensure requirement (RAND, 1987).

But the realities of state and regional demographics, the varieties of state certification and licensure procedures, and the nature of the teaching force in each state profoundly affect both the implementation of new certification standards and the applications of those already in place. Impetus for change also varies by state. Supply and demand pressures can force bureaucratic responses which may address current needs but create long-term difficulties in maintaining a steady flow of qualified applicants. On the other hand, increased teacher demand often spurs interest in raising both standards and salaries, thus increasing the attractiveness of teaching as a profession and the confidence of the public as well (Sedlak and Schlossman, 1986).

Even a cursory review of the research, statistical data, and task force reports on teacher certification in the United States will reveal immense confusion with the myriad certification criteria and exceptions which abound within each state and from state to state. According to data collection agencies and research groups such as the RAND Corporation, the U.S.D.O.E., and the National Center for Education Statistics, reams of statistics on certification standards provided by sources perceived as authoritative cannot withstand scrutiny. The shared theme is that the way our teachers are certified cries out for reform. Strong agreement exists among many observers that any genuinely effective change must begin with a determination of **what kind** of certificates teachers are using, along with whether the certificates they hold really qualify them to teach (RAND, 1988; 1987; NCEI, 1986; Carnegie, 1986).

So far, no one has the answers to both questions. Not only are the criteria for certification numerous and cumbersome, they are continually changing. Interestingly, many states which two to five years ago reported rather large proportions of teachers working on emergency certificates are now reporting that they do not issue emergency certificates at all. Instead, many states report that they provide warrants, provisional certificates, temporary certificates, or some other, similarly named documentation to permit teaching by those failing to meet all requirements for full certification (RAND, 1987; NCEI, 1986).

Although it is a separate and thorny issue, it is only fair to note that these reports also explore in depth the view that the criteria for certification to teach often have little to do with demonstrated competence to teach. According to these sources, it is quite conceivable that a person who is teaching on a so-called "emergency certificate" may be better qualified academically and a better teacher than someone who has cleared all the obstacles to obtain a full teaching certificate. Temporary criteria also vary enormously from state to state and within states--evidence to many observers which confirms why so many teachers (two-thirds in 1986-87) work within 150 miles of where they were born. Issues such as these will, of necessity, be addressed in another context.

This section of the report presents the first portion of the certification question; it presents detailed information about the types and kinds of certificates held by educational personnel in Georgia. However, it must be noted that the file information contained in the CPI report reflects the particular certificate upon which each individual is remunerated. Many education professionals hold more than one certificate, and a detailed integration of that data with the data presented here will be addressed in future studies.

GEORGIA CERTIFICATES: AN OVERVIEW

"The State Board of Education shall provide, by regulation, for certifying and classifying all certificated professional personnel employed in the public schools of this state, and no such personnel shall be employed in the public schools of this state unless they hold a certificate issued by the state board certifying as to their qualifications and classification in accordance with such regulations" (Georgia Code Section 20-2-200).

According to the Georgia Department of Education, there are two routes to achieve a professional certificate in Georgia (Certification of Education Personnel in Georgia, Policy and Procedure Manual, Georgia Department of Education, 1988). The first is certification through the completion of an approved teacher education program in a field recognized by the State of Georgia. The degree must be from a regionally-accredited institution, recognized by the American Council on Education (ACE) during the year in which the applicant was graduated and approved by the National Council for Accreditation of Teacher Education Programs (NCATE) or by the appropriate authority in another state. The applicant also must be professionally recommended for certification by an authorized college official, in a field and at a degree level recognized by the Georgia Board of Education. [Note: Special Georgia requirements must also be met, including any prerequisites for the certificate type, field, or level; an initial one-year professional certificate may be issued at the request of the employing Georgia superintendent to allow the applicant to meet special course work and teacher certification test requirements.]

The second route to certification in Georgia is by the evaluation of transcripts of any individual who did not complete an approved teacher education program. The Division of Certification evaluates the transcripts of applicants by comparing official transcripts with the minimum course requirements for the professional certification desired. A bachelor's (or higher) degree from a regionally accredited college or university with a **minimum overall grade point average of 2.0** is required for consideration. Five components are considered in the evaluation process. An evaluation of the general education, content area, and professional education courses is made, in addition to the applicable special Georgia course requirements which include a **course in exceptional children and youth and a course in the teaching of reading**; any prerequisites also are evaluated, including other certificates, for the certificate requested.

Both routes to Georgia certification also require assessments of content knowledge, performance, and experience. (Life certificate holders are exempt from this policy unless they lose life status by not teaching at least once during a seven-year period). An applicant seeking initial certification after September 1, 1985, must post a qualifying score on the appropriate **certification test(s)** within the first validity period of the certificate. This certification test requirement also applies to applicants who wish to add a field to an existing certificate or to upgrade in a different field after September 1, 1981, to those who wish to renew a certificate that expires after July 1, 1986, and to those who wish to upgrade a certificate to a higher degree level in the same field after July 1, 1986. Certification applicants must also satisfactorily complete a formal **on-the-job performance assessment** as measured by the Teacher Performance Assessment Instruments (TPAI), unless exempted by provisions of O.C.G.A. Section 20-2-200 (b)(2).

Experience is also a prerequisite for certification in certain fields. Three categories of experience are defined for various certification purposes: teaching, school, and occupational experience. For example, one year of teaching experience is specifically required for certification for teaching the gifted. All leadership certificates require three years of acceptable school experience. Service certificates in school counseling, school psychology, school social work, and school lunch directing require three years of acceptable school or occupational experience. (In school counseling and school psychology, a one-year supervised internship may be substituted for the experience requirement.)

At the six- and seven-year levels in all fields, three years of acceptable school experience (or a Georgia Board approved substitute) are required for certification. In vocational-technical fields at levels below the bachelor's degree, a minimum of two years of full-time employment in the field of certification is required; one year of full-time employment is required at the bachelor's (or higher) degree level.

Classification

School personnel in Georgia are classified according to disciplines, functions, formal educational attainments, and status with respect to current certification requirements. The Georgia Board of Education has authorized the issuance of certificates according to the following designation: **types** of certificates,

levels of certification, **fields** of certification, and **titles** of certificates (Section 240:00, Georgia Department of Education, 1988).

The policy of the Georgia Board of Education is to classify school personnel "so that the adequacy of an individual's preparation to practice as a professional educator in a given discipline is recognized through certification" (Georgia Department of Education, July, 1988). Definitions of adequacy are revised over time, but individuals are recognized for having completed the preparation requirements in effect when they were certified. Depending on whether eligibility must be established for continuation or for a change in status, classifications may be permanent or temporary.

Types

Types of certificates recognize three personnel functions: **Teaching** ("T"), **Service** ("S"), and **Leadership** ("L"). All fields of certification are classified in one of these groups.

Table LXVII

Total Work Force by Certificate Type

YEAR	TEACHING	SERVICE	LEADERSHIP	NCER	MISSING CASES	TOTAL
1985-86	60,961	3,468	4,450	749	21	69,649
1986-87	61,021	3,689	4,644	332	0	69,686
1987-88	62,826	4,030	4,909	461	0	72,226

Levels

Types of certificates are further classified by levels or by various conditions that pertain to that certificate. For example, both teacher (T) and leadership (L) certificates are issued by levels (4-7), depending on the degree level or educational credential achieved by the certificate holder. "Six such levels of completion are recognized. The first two levels are for vocational-technical teaching fields; the four-, five-, six-, and seven-year levels, respectively, recognize bachelor's, master's, educational specialist's, and doctoral degrees." [Note: The complexity of certificate types as presented in Tables LXXI through LXXIII derives to some extent from the necessity of continuing old types for which new types have been issued.]

Table LXVIII

Certificate Distribution

	Reg	PB	Life	Non-Renewable	Prov	Prob	Emer	NCER	Other	Unknown	Missing Cases	Total
1985-86	36,689	7,722	17,919	2,678	1,377	2,034	266	749	197	12	6	69,649
	52.7%	11.1%	25.7%	3.8%	2.0%	2.9%	0.4%	1.1%	0.3%	0.0%		100%
1986-87	36,118	9,558	16,625	4,368	922	1,629	72	332	56	5	1	69,686
	51.8%	13.7%	23.9%	6.3%	1.3%	2.3%	0.1%	0.5%	0.1%	0.0%		100%
1987-88	35,967	11,874	15,580	5,606	935	1,637	149	461	16	1	0	72,226
	49.8%	16.4%	21.6%	7.8%	1.3%	2.3%	0.2%	0.6%	0.0%	0.0%		100%

Fields

According to the Georgia Department of Education, fields of certification provide recognition of the chosen discipline, area of specialization, or study completed by an individual as the major component of the college degree program. The number and names of certification fields, as well as the preparation required, may be changed by the Georgia Board of Education after periodic analyses. The following information on certificate fields is current as presented in the Certification of Education Personnel in Georgia, Policy and Procedure Manual, Georgia Department of Education, 1988.

Georgia currently certifies in **fifty teaching fields** which are encompassed by the three major areas of General Education, Special Education, and Broad-Field Vocational Education. In addition to the fifty primarily academic fields of certification, Georgia also certifies in various fields which "represent instructional positions in secondary vocational programs that generally require highly skilled persons coming directly from business and industry" (Department of Education, 1988). The **secondary vocational fields** of certification are divided into **six major areas:** Agriculture, Marketing and Distribution, Health Occupations, Home Economics, Business and Office Education, and Trade and Industrial Occupations.

In addition to full-field certification, certification in specific areas of teaching is also available as an **endorsement to**

a professional certificate in teaching, service, or leadership fields. **Eight areas for which teaching endorsements** are issued follow: Career Exploration (PECE), Coordinator of Cooperative Education (CVAE), Data Collection Diversified Cooperative Training (DCT), English to Speakers of Other Languages (ESOL), Gifted, Related Vocational Instruction (RVI), Safety and Driver Education, and Teacher of the Visually Impaired.

The **seven service fields** in which Georgia currently certifies are Audiology, Media Specialist, School Counseling, School Nutrition Director, School Psychology, School Social Work, and Speech and Language Pathology.

Georgia currently certifies in **three leadership fields:** Administration and Supervision, Director of Special Education, and Director of Vocational Education.

Titles

This summary of information on certificate titles is both historical and current and is intended to provide explanatory information related to the three years of certificate data presented in this document. Although the specific requirements for renewing, upgrading, or maintaining a certificate presented in this section are specific to **teaching certificates**, much of the information under each title also applies to corresponding titles in the service and leadership fields, with different field-based requirements. The information which follows is extracted and compiled from the following three sources: section GBBA of "Regulations and Procedures," Georgia Department of Education, September 1, 1981; "Administrative Procedures," Division of Certification, Georgia Department of Education, July 1, 1986; and Certification of Education Personnel in Georgia, Policy and Procedure Manual, Georgia Department of Education, 1988.

Titles of certificates are issued by the Georgia Board of Education to recognize the status of the educator as well as the extent to which he/she has satisfied applicable requirements for current and continued employment in a given school personnel function (Georgia Department of Education, July, 1988). **Nine titles of teaching certificates** are issued by the Georgia Board, but a condition is placed on the following **five** titles: **temporary provisional, special provisional, provisional, probationary, and emergency**. This condition requires that an employer in Georgia request the certificate jointly with the applicant. According to Board policy, "By this action, the employer signifies that the applicant is the most qualified candidate available for the position, and the candidate makes a commitment to complete the preparation required for certification as a professionally qualified educator according to a fixed schedule" (Georgia Department of Education, July, 1988). The remaining four titles of teaching certificates are nonrenewable professional, performance-based, professional renewable, and life professional certificates.

In the **service fields, seven certificate titles apply:** provisional, probationary/accelerated in-field, emergency, nonrenewable professional, performance-based (speech and language pathology only), professional renewable, and life professional. **Five titles apply in the leadership fields:** provisional, probationary-accelerated in-field, nonrenewable professional, professional renewable, and life professional.

Provisional Certification may be issued according to three titles: **Temporary Provisional ("TB"), Special Provisional ("XB"), and Provisional ("B")**. [Note: The former **Nonrenewable Provisional** certificates (T-series) were authorized prior to July 1, 1986, for applicants who had completed professional preparation but who had not posted a passing score on the appropriate certification test. The Nonrenewable Provisional V-Series certificates were changed to T-Series certificates, effective September 1, 1983.]

Temporary Provisional ("TB") Certificates may be issued to applicants who do not meet minimum certification requirements in **content** of the desired teaching field under the following conditions. The applicant must verify holding or having held a professional certificate issued by another state in the same field for which a Georgia certificate is sought, or the applicant must have a bachelor's degree in a field recognized for secondary certification in Georgia. In addition, the applicant must have a grade point average of 2.5 on a 4.0 scale. Temporary provisional teaching certificates may be issued at the bachelor's-degree level only (Level four: TBT-4).

During the first validity period (one year), the temporary provisional certificate holder must complete the following special Georgia requirements: five quarter hours or the equivalent in a state-approved staff development program in the identification and education of children with special education needs; a course in teaching reading if required by the content field; and a passing score on the appropriate certification test.

Temporary provisional certificates may be issued for a maximum of three validity periods. For the first renewal, any outstanding special Georgia requirements must be completed, including any additional course work as specified in the certification evaluation; these requirements must total ten quarter hours or the equivalent in staff development credit. After the first renewal, reissuance or renewal requires completion of a minimum of ten quarter hours of appropriate college credit toward the requirements of the professional certificate as specified in the certification evaluation.

Special Provisional ("XB") Certificates provide an alternative route to obtaining a professional certificate in a **special education field**. However, this certificate title has a limited effective period, as this option will expire when revised criteria and certification standards for these special education fields are adopted by the Georgia Board of Education.

A special provisional certificate may be issued in the following fields: (1) Behavior disorders, if the applicant holds a bachelor's degree in behavioral science or psychology and has a grade point average of 2.5 on a 4.0 scale; and (2) Mental retardation, learning disabilities, and special education/ interrelated fields, if the applicant holds a bachelor's degree in mathematics, science, English, or social studies and has a grade point average of 2.5 on a 4.0 scale. Special provisional teaching certificates for special education fields may be issued at the bachelor's-degree level only (Level four: XBT-4).

Special Georgia requirements (course work in the teaching of reading and the identification and education of children with special education needs, plus a passing score on the appropriate certification test) must be completed during the first validity period. Special provisional certificates may be issued for a maximum of five validity periods; renewal requirements (including a minimum of fifteen quarter hours annually toward requirements for the five-year-level certificate) must be satisfied each year.

Provisional ("B") Certificates may be issued to individuals **who have completed content requirements** of a teaching field but who **must still complete professional education requirements.** Provisional certificates may be issued at **all degree levels**, bachelor's through doctoral. They may also be issued at two levels below the bachelor's degree for vocational teaching fields (Level one: T-1, Level two: T-2). Minimum requirements for each certificate level follow:

Level one: (T-1)	A high school diploma and two years of occupational experience in the technical field requested.
Level two: (T-2)	Associate of arts degree (or the equivalent) and two years of occupational experience in the technical field requested.
Level four: (T-4)	Bachelor's degree from a regionally accredited college or university and completion of all content requirements for the nonrenewable professional teaching (NT-4) certificate in a specific teaching field. (One year of appropriate occupational experience is required if the request is in a specific vocational field).

Level five: (T-5)	Master's degree from a regionally accredited college or university and completion of all content requirements for the NT-5 certificate in a specific teaching field. (One year of appropriate occupational experience is required if the request is in a technical field).
Level six: (T-6)	Education specialist's degree from a regionally accredited college or university and completion of all cumulative content requirements for the NT-6 certificate in a specific teaching field. (Content hours must total fifty quarter hours of acceptable graduate credit).
Level seven: (T-7)	Doctoral degree from a regionally accredited college or university and completion of all cumulative content requirements for the NT-6 certificate in a specific teaching field. (Content hours must total fifty quarter hours of acceptable graduate credit).

During the first validity period of the provisional certificate, special Georgia requirements including the completion of the exceptional child course and of the appropriate teacher certification test or NOCTI written examination must be satisfied. Additionally, a course in teaching reading must also be completed during this time if required in the particular content field.

Renewal or reissuance of the provisional certificate requires completion of an additional ten quarter hours of credit as specified in the certification evaluation. All requirements must be completed within a maximum of three validity periods.

[Note: **Nonrenewable Provisional Certificates, T-Series**, were issued from **May 1, 1980, through July 1, 1986,** to applicants who had completed all requirements for a nonrenewable professional certificate except the attainment of a qualifying score on the appropriate certification test. The title "Nonrenewable Provisional" (NB) was discontinued effective July 1, 1986, and replaced with the issuance of a "Nonrenewable Professional" (N) certificate.]

The information which follows regarding nonrenewable provisional certificates is included for purposes of analysis regarding the certificate information contained in Tables LXXI through LXXIII. Prior to July 1, 1986, the following conditions/restrictions also applied to the issuance of nonrenewable provisional certificates: a) an employer in Georgia must have requested the certificate after July 1 of the year preceding employment of the applicant; b) a nonrenewable provisional certificate could be converted to a **nonrenewable professional** certificate with a beginning validity dated **either** 1) retroactively to July 1, provided the applicant registered for the CRT examination at the first opportunity and attained a qualifying score on the first attempt; **or** 2) retroactively to the date the applicant did attain a qualifying CRT score. In addition, the nonrenewable provisional certificate, T-Series (1980-86), could be converted to a performance-based certificate, if the applicant demonstrated acceptable performance as measured by on-the-job assessments and posted a qualifying score on the certification test in the field of preparation.

In the past, these "NB" certificates could be **reissued**, if the applicant was either unemployed in Georgia or was employed in Georgia but under contract for less than 120 days during a regular school term. An employer in Georgia must have requested reissuance, but this certificate could not have been either renewed or extended beyond one year ("Regulations and Procedures," Georgia Department of Education, September, 1981).

Nonrenewable Provisional Certificates, V-Series (T-Series after 9/1/83), prior to July 1, 1986, were **valid for one year** and could be extended for a **second year** if the applicant posted a qualifying score on the appropriate certification test and completed either ten quarter hours of college credit, ten staff development units, or a combination of such credits required in professional education courses. These certificates were allowed to be **reissued** for a **second and third year** provided the applicant completed professional education courses at a rate of ten quarter hours each year. In addition, these certificates had to be requested by a Georgia employer and were allowed to be converted to nonrenewable professional certificates when the applicant completed thirty hours of course work in professional education ("Regulations and Procedures," Georgia Department of Education, September, 1981).

Probationary Certificates ("PA"), or "Probationary Accelerated In-Field" teaching certificates, may be issued to an individual who holds a valid professional teaching certificate in at least one field and wishes to add another teaching field. The "PA" certificate allows the holder to perform duties in the additional field while working toward full certification in that field. The probationary status indicates that not all professional requirements for the teaching field have been met. Probationary certificates may be issued at the bachelor's-degree level (Level four: T-4), at the master's-degree level (Level five: T-5), at the education specialist's-degree level (Level six: T-6), and at the doctoral-degree level (Level seven: T-7).

Time periods for application and corresponding dates of employment are important determinants of validity periods and minimum requirements for the issuance and renewal of probationary/accelerated in-field teaching certificates. For state payment purposes, professional personnel who are performing duties "out-of-field" may be considered as "probationary-in-field" at a salary corresponding to the highest certificate held. However, the following conditions must be satisfied: a) the professional staff member must have earned a **minimum of ten quarter hours credit** in the area in which he or she is assigned; (fifteen quarter hours are required for interrelated teacher specialist/special education); and b) he or she earns a minimum of ten additional quarter hours' credit toward proper certification for each year the "PA" classification is claimed.

[Note: According to the Certification of Education Personnel in Georgia, Policy and Procedure Manual, Georgia Department of Education, 1988, if the applicant is employed to teach in the probationary field **before October 1 of the school year**, he or she must now have a minimum of twenty quarter hours in the probationary teaching field.]

The validity period for the probationary certificate is also more restrictive than for other certificates. If an applicant is employed after January 1, the validity period begins on the first day of the month in which employment in the probationary field begins and expires **June 30 of the same calendar year**. Provided renewal requirements are met annually, this certificate may be issued for a **maximum of five** validity periods. Individuals who have completed the required **twenty quarter hours** (if employed in August or September) must complete **ten quarter hours** toward their evaluation. Individuals with only **ten quarter hours** (employed after October 1) must complete **twenty quarter hours** toward their evaluation (ten to make up the deficiency and ten to renew).

The appropriate Georgia teacher certification test must be taken when content requirements are met; a satisfactory score must be posted during the final validity period. [Note: The following service fields are excluded from probationary certification: data collector, data collector-SLP, and supervising teacher service; in the media specialist field and in all service fields except endorsements, other special conditions apply.]

Emergency Certificates ("E") may be issued to an individual who does not meet recency-of-study requirements for the initial Georgia certificate, does not meet renewal or recent study requirements for an expired Georgia certificate, and/or has not posted a passing score on the certification test. According to the Certification of Education Personnel in Georgia, Policy and Procedure Manual, Georgia Department of Education, 1988, emergency certificates **may not be issued** under the following conditions:

> The applicant has been released, been dismissed, resigned, or been otherwise separated from a previous or current position

for lack of a passing score on the appropriate certification test.

The applicant is currently employed in Georgia in a public or private elementary or secondary school or was employed the previous school year in Georgia and has not posted a passing score on the appropriate certification test.

The request for an emergency certificate follows a previously issued certificate valid for one year for which requirements were not completed.

Emergency certificates may be issued in teaching or service fields only and are **valid for one year or less** while recent study requirements are satisfied. Emergency certificates may be issued at the bachelor's-degree level (Level four), at the master's-degree level (Level five), at the education specialist's-degree level (Level six), and at the doctoral-degree level (Level seven). At each level, the applicant must have held or have been eligible for a valid teaching certificate at that level. The emergency factor is applicable to provisional (B), nonrenewable professional (N), and professional (T and PBT) certificates.

Emergency certificates may not be renewed or extended. As with all certificates, unless previously satisfied, the Georgia special requirement for five quarter hours or equivalent credit in the exceptional child course required by law must be completed during the validity period of the emergency certificate, as well as the certification test. An emergency certificate may not be issued for consecutive validity periods, nor may it be issued for a school year succeeding a year in which the applicant held another one-year certificate.

Since July 1, 1986, only **Nonrenewable Professional Certificates ("NT", "NS", or "NL", depending on the type of certificate)** are issued to persons who meet all certification requirements for initial certification in Georgia **but lack any of the Georgia special requirements** (the teacher certification tests (TCT) or the course work) and/or the teacher performance assessment.

Nonrenewable professional certificates may be issued at the bachelor's-degree level (Level four: NT-4), the master's-degree level (Level five: NT-5), the education specialist's-degree level (Level six: NT-6), and the doctoral-degree level (Level seven: NT-7) for all teaching fields. They may also be issued at two levels below the bachelor's degree for vocational teaching fields (Level one: NT-1, Level two: NT-2).

These "NT" certificates may not be renewed; however, they may be extended to a **maximum of three years** (two years beyond the first validity period). For example, if the NT certificate has a one-year validity period because one or more special Georgia requirements have not been met, it may be extended with official verification of completed special Georgia requirements (the exceptional child course, the reading course if required, and the appropriate teacher certification test or NOCTI written examination). The two-year extension period allows the applicant additional on-the-job performance assessment opportunities (a maximum of three years, total time; a maximum of six assessment opportunities). The assessment phase must be completed within the allotted time as reentry to the on-the-job assessment process is prohibited. Thus, the certificate holder must upgrade the nonrenewable professional certificate to a performance-based or professional teaching certificate within the specified time limits in order to maintain certification in Georgia.

Performance-Based Certificates ("PB") may be issued to professionally prepared school personnel who have satisfied special Georgia course requirements and performance (TCT and TPAI) requirements. **All applicants** seeking initial professional certification in Georgia **after September 1, 1985**, must fulfill requirements for this certificate, unless exempted under the provisions of O.C.G.A. Section 20-2-200 (b)(2).

Performance-based certificates are issued in all teaching fields at all levels: two, four, five, six, and seven (and the service field of speech and language pathology). Performance-based certification may be carried to higher level degrees in all teaching fields for which tests have been established.

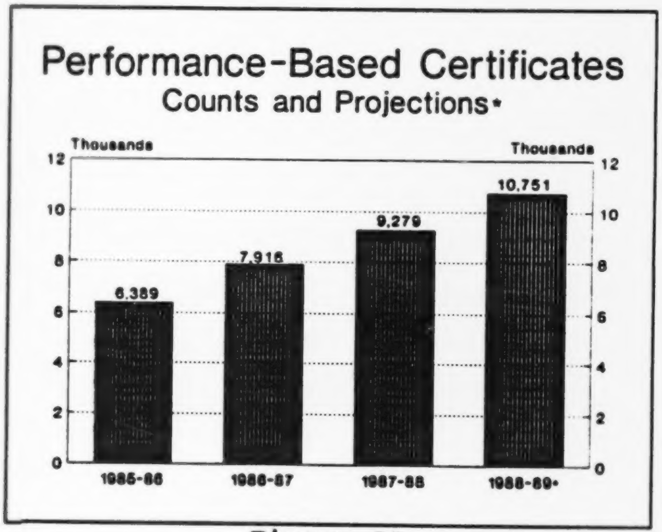


Figure 55

All PBT certificates are **valid for five years**. Validity begins on the date all performance-based requirements are successfully completed and ends June 30 five years later. To renew, applicants must earn ten quarter hours of course work or staff development credit in the area of certification, as course work leading toward a higher degree level, as course work toward adding a new field of certification, or in an area of assessed need as determined by an employing Georgia superintendent.

In the past, **Professional Renewable Certificates ("T", "S", or "L", depending on the type of certificate)** were issued to individuals employed in all school personnel functions who completed applicable requirements **after** permanent life certification was discontinued and **prior** to the adoption of performance-based requirements. This designation may be carried forward to higher degree levels in all teaching fields; it is issued at all levels (one, two, four, five, six, and seven) and in all teaching fields. The professional renewable certificate is issued as an initial certificate to applicants who meet the assessment exemption as specified in O.C.G.A. Section 20-2-200 (b)(2) and to applicants whose fields have no certification test.

For all levels, one through seven, all professional requirements, special Georgia course requirements, and the teacher certification test must be completed. Individuals who are certified in teaching fields for which there is no teacher certification test are issued a professional renewable (T) certificate upon completion of the on-the-job assessment and all other special Georgia requirements.

The professional renewable certificate has a standard validity period of **five years**. Renewal requirements are the same as those for the performance-based certificate.

Also in the past, **Life Professional Certificates ("D")** were granted at all levels to persons who qualified for a professional teaching certificate and who had **five years of teaching experience** before September 1, 1974. The life certificate had to be requested before July 1, 1975. Today, life professional certificates may be issued as **duplicates only** to individuals who held permanent (life) certification prior to July 1, 1974, and who continue to earn the school experience required to maintain permanent certification. There are **no special Georgia requirements** for the life certificate. Initial certificates are no longer issued. Duplicates of this certificate may be issued at these levels: four, five, six, and seven.

Individuals who currently hold active life certificates may carry that designation forward to the highest levels corresponding to the highest degree earned in the same field in which the life certificate was originally issued. The life status remains in effect as long as the individual holding it obtains **one year of**

appropriate and documented school experience in every seven following the issuance of the initial certificate. New fields may not be issued with a life designation.

A life certificate that has not been maintained by appropriate experience may not be renewed. It may be **reinstated as a professional renewable certificate** upon completion of renewal requirements which include the special Georgia course work and an acceptable score on the appropriate teacher certification test.

Table LXIX

Life Certificates

	Teaching	Service	Leadership	Total Life Certificates (% of WkForce)	Total Workforce
1985-86	15,447 86.2%	797 4.4%	1,675 9.3%	17,919 25.7%	69,649
1986-87	14,269 85.8%	782 4.7%	1,574 9.5%	16,625 23.9%	69,686
1987-88	13,339 85.6%	764 4.9%	1,477 9.5%	15,580 21.6%	72,226

Percentages do not always sum to 100 due to rounding.

For the 1985-86 school year, 17,919 individuals held life certificates. This total represents 26 percent of the total work force for 1985-86. For the 1986-87 school year, 16,625 individuals held life certificates--24 percent of the total educational work force. For the 1987-88 school year, 15,580 individuals held life certificates, representing 22 percent of Georgia's education work force for 1987-88.

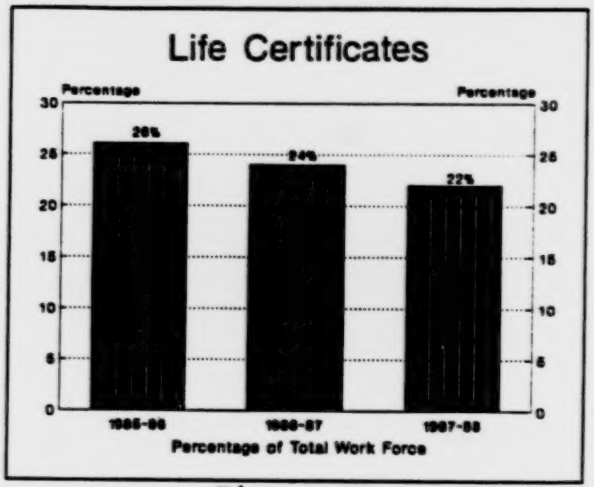


Figure 56

Table LXX

Life Certificates by Region

	1985-86			1986-87			1987-88		
Region Codes	Region Count of Life Certs	Region Count of All Certs	% Life Certs	Region Count of Life Certs	Region Count of All Certs	% Life Certs	Region Count of Life Certs	Region Count of All Certs	% Life Certs
N	2,452	11,078	22.1%	2,284	11,030	20.7%	2,119	11,378	18.6%
NC	7,373	27,464	26.8%	6,910	27,883	24.8%	6,542	29,392	22.3%
C	3,383	12,271	27.6%	3,113	12,213	25.5%	2,913	12,436	23.4%
SW	2,220	8,341	26.6%	2,040	8,188	24.9%	1,907	8,417	22.7%
SE	2,415	10,092	23.9%	2,210	10,009	22.1%	2,031	10,218	19.9%
RESA	76	403	18.9%	68	363	18.7%	68	385	17.7%
Total:	17,919	69,649	25.7%	16,625	69,686	23.9%	15,580	72,226	21.6%

Critical Fields

Effective July 1, 1986, the Georgia Board of Education granted authority to the Department of Education to issue **certification in critical fields** (July 10, 1986 policy change reflecting O.C.G.A. 20-2-200). Under certain conditions, a renewable certificate may be issued to an applicant who has **not completed a teacher preparation program** in the fields of science, mathematics, and foreign languages. The applicant must a) hold a bachelor's degree from a regionally accredited college or university in the fields listed above and/or meet the content requirements of the subject area field equal to, or more than, the content hours currently required by the Georgia Board of Education in the subject area; b) have an overall grade point average of 2.5 on a 4.0 point scale; and c) have satisfactorily completed the following course requirements through college credit or through an approved local school system staff development program:

1. Five quarter hours or five SDU's in a course related to human growth and development otherwise required of applicants for such certification;
2. Five quarter hours or five SDU's in a course in the identification and education of children with special needs (O.C.G.A. 20-2-201);
3. Ten quarter hours or ten SDU's in courses dealing with curriculum and methods appropriate to secondary teaching and the content field; and
4. Fifteen quarter hours or fifteen SDU's in a one-year supervised classroom internship involving the appropriate teaching field.

In addition to the course requirements, the applicant must have obtained a satisfactory assessment required for certification which includes the teacher certification test and on-the-job assessments.

Procedurally, the **Provisional Certificate in critical fields** will be issued in compliance with existing policies regarding eligibility, validity, and level. In addition, any applicant who previously qualified for a provisional certificate may elect to meet these requirements as an alternative to a previous evaluation (must be requested in writing). The Georgia Board of Education specified that this policy is effective for one year and is subject to review which may result in continuation, revision, or elimination. If eliminated, evaluations provided under this policy will be acceptable to meet certification requirements for a period of three years from the date of the evaluation ("Administrative Procedures," Division of Certification, Georgia Department of Education, July 1, 1986).

Tables LXXI through LXXIII present a certificate summary of the 1985-86, 1986-87, and 1987-88 total education work force in Georgia by the functions of teaching, service, and leadership.

Table LXXI

Teaching Certificates

-- Totals --				
85-86	86-87	87-88		
69	50	47	BT-1	Teachers Provisional One Year Certificate
56	54	45	BT-2	Teachers Provisional Two Year Certificate
312	390	518	BT-4	Teachers Provisional Four Year Certificate
273	305	259	BT-5	Teachers Provisional Five Year Certificate
111	123	107	T-1	Teachers One Year Certificate
157	192	166	T-2	Teachers Two Year Certificate
12,574	11,830	11,127	T-4	Teachers Associate Professional Four Year Certificate
17,095	16,795	16,624	T-5	Teachers Professional Five Year Certificate
842	1,211	1,587	T-6	Teachers Specialist Six Year Certificate
106	131	154	T-7	Teachers Doctoral Seven Year Certificate
14	21	35	PBT-1	Performance Based Teachers One Year Certificate
27	40	52	PBT-2	Performance Based Teachers Two Year Certificate
6,091	7,154	8,565	PBT-4	Performance Based Teachers Associate Professional Four Year Certificate
1,486	2,157	2,944	PBT-5	Performance Based Teachers Professional Five Year Certificate
29	69	126	PBT-6	Performance Based Teachers Specialist Six Year Certificate
5	8	15	PBT-7	Performance Based Teachers Doctoral Seven Year Certificate
24	33	30	NT-1	Nonrenewable Teachers One Year Certificate
30	26	37	NT-2	Nonrenewable Teachers Two Year Certificate
2,102	3,347	4,198	NT-4	Nonrenewable Teachers Associate Professional Four Year Certificate
222	451	597	NT-5	Nonrenewable Teachers Professional Five Year Certificate
1	7	7	NT-6	Teacher (Nonrenewable Specialist)
3	8	14	NT-7	Teacher (Nonrenewable Doctoral)
2	2		DT-3	Teacher (LIFE)
6,987	6,320	5,830	DT-4	Life Teachers Associate Professional Four Year Certificate
7,030	6,592	6,199	DT-5	Life Teachers Professional Five Year Certificate
220	281	333	DT-6	Life Teachers Specialist Six Year Certificate
22	30	31	DT-7	Life Teachers Doctoral Seven Year Certificate
1		1	ET-1	Emergency Teachers One Year Certificate
		1	ET-2	Emergency Teachers Two Year Certificate
177	46	93	ET-4	Emergency Teachers Associate Professional Four Year Certificate
88	26	33	ET-5	Emergency Teachers Professional Five Year Certificate
		2	ET-6	Emergency Teachers Professional Six Year Certificate

Table LXXI cont'd

85-86	86-87	87-88		
874	774	860	PAT-4	Probationary Teachers Four Year Certificate
616	544	495	PAT-5	Probationary Teachers Five Year Certificate
97	85	86	PAT-6	Probationary Teachers Six Year Certificate
19	15	12	PAT-7	Probationary Teachers Seven Year Certificate
		4	EBT-4	Emergency Provisional Teachers Four Year Certificate
		6	EBT-5	Emergency Provisional Teachers Five Year Certificate
		55	ENT-4	Emergency NT-4
		3	XBT-4	Special Provisional (Behavior Disorders)
------	------	------		
57,762	59,117	61,298		TOTAL TEACHING CERTIFICATES

Teaching Certificate Outliers

211	152	125	D7	Doctoral
259	226	194	DD7	Doctoral (LIFE)
1			PA5	Probationary In-field
1	1	1	PA6	Probationary In-field
173	27	5	BPA4	Probationary In-field Provisional
94	16	4	BPA5	Probationary In-field Provisional
1			TB4	Temporary Provisional
809	563	408	TS6	Teacher (Specialist)
927	818	752	DTS6	Teacher (LIFE Specialist)
		15	ENT5	Emergency Nonrenewable Teacher
		1	ENT7	Emergency Nonrenewable
		7	EPT4	Emergency Performance Based Teacher
		2	EPT5	Emergency Performance Based Teacher
463	35		NBT4	Teacher (Nonrenewable Provisional)
63	10	1	NBT5	Teacher (Nonrenewable Provisional)
38			VR1	Vocational Teacher (RENEW)
77	2		VR2	Vocational Teacher (RENEW)
49	32	10	VR4	Vocational Teacher (RENEW)
28	20	2	VR5	Vocational Teacher (RENEW)
5	2	1	VR6	Vocational Teacher (RENEW)
------	------	------		
3,199	1,904	1,528		TOTAL TEACHING CERTIFICATE OUTLIERS
========	========	========		
60,961	61,021	62,826		COMBINED TEACHER CERTIFICATE TOTALS

Table LXXII

Service Certificates

-- Totals --				
85-86	86-87	87-88		
45	33	24	BS-4	Provisional Service Four Year Certificate
28	19	18	BS-5	Provisional Service Five Year Certificate
20	37	55	NS-4	Nonrenewable Service Four Year Certificate
17	27	49	NS-5	Nonrenewable Service Professional Five Year Certificate
32	36	39	PBS-4	Performance Based Service Four Year Certificate
38	74	97	PBS-5	Performance Based Service Professional Five Year Certificate
		1	PBS-6	Performance Based Service Specialist Six Year Certificate
			PBS-7	Performance Based Service Doctoral Seven Year Certificate
76	111	133	S-4	Service Four Year Certificate
1,017	1,443	1,845	S-5	Service Professional Five Year Certificate
286	421	577	S-6	Service Specialist Six Year Certificate
39	58	68	S-7	Service Doctoral Seven Year Certificate
4	10	10	DS-4	Life Service Four Year Certificate
100	132	157	DS-5	Life Service Professional Five Year Certificate
77	94	98	DS-6	Life Service Specialist Six Year Certificate
8	13	18	DS-7	Life Service Doctoral Seven Year Certificate
40	40	38	PAS-4	Probationary Service Four Year Certificate
33	41	46	PAS-5	Probationary Service Five Year Certificate
8	12	16	PAS-6	Probationary Service Six Year Certificate
1	2	1	PAS-7	Probationary Service Seven Year Certificate
-----	-----	-----		
1,869	2,603	3,290		TOTAL SERVICE CERTIFICATES

Table LXXII cont'd

Service Certificate Outliers

85-86	86-87	87-88		
10	5	1	AU5	Audiologist
5			MS4	Media Specialist
85	43	15	MS5	Media Specialist
35	30	26	MS6	Media Specialist
6	6	6	DMS5	Media Specialist (LIFE)
9	8	8	DMS6	Media Specialist (LIFE)
19	1		NBS4	Service (Nonrenewable Provisional)
12			NBS5	Service (Nonrenewable Provisional)
242	127	44	SC5	School Counselor
97	71	54	SC6	School Counselor
338	297	265	DSC5	School Counselor (LIFE)
146	128	117	DSC6	School Counselor (LIFE)
7	3	1	SL5	School Lunch Director
1	1	1	SL6	School Lunch Director
4	3	3	DSL5	School Lunch Director (LIFE)
1	1	1	DSL6	School Lunch Director (LIFE)
72	60	45	SP6	School Psychologist
26	23	22	DSP6	School Psychologist (LIFE)
53	24	6	PM5	School Psychometrist
7	8	6	DPM5	School Psychometrist (LIFE)
35	21	7	SW5	School Social Worker
22	21	14	SW6	School Social Worker
2	2	2	DSW6	School Social Worker (LIFE)
82	39	10	SLP4	Speech & Language Pathologist
195	95	29	SLP5	Speech & Language Pathologist
1			SLP6	Speech & Language Pathologist
12	7	2	VT5	Visiting Teacher 5th Yr
6	5	4	VT6	Visiting Teacher 6th Yr
43	34	28	DVT5	Visiting Teacher (LIFE)
26	23	23	DVT6	Visiting Teacher (LIFE)
1,599	1,086	740		TOTAL SERVICE CERTIFICATE OUTLIERS
3,468	3,689	4,030		COMBINED SERVICE CERTIFICATE TOTALS

Table LXXIII

Leadership Certificates

	-- Totals --			
85-86	86-87	87-88		
31	24	23	BL-5	Provisional Leadership Five Year Certificate
3	1		NBL-5	Nonrenewable Provisional Leadership Five Year Certificate
259	432	548	NL-5	Nonrenewable Professional Leadership Five Year Certificate
			PBL-4	Performance Based Leadership Four Year Certificate
			PBL-5	Performance Based Professional Leadership Five Year Certificate
			PBL-6	Performance Based Leadership Specialist Six Year Certificate
			PBL-7	Performance Based Leadership Doctoral Seven Year Certificate
512	679	769	L-5	Professional Leadership Five Year Certificate
618	927	1,284	L-6	Leadership Specialist Six Year Certificate
121	193	295	L-7	Leadership Doctoral Seven Year Certificate
59	109	121	DL-5	Life Professional Leadership Five Year Certificate
136	182	197	DL-6	Life Leadership Specialist Six Year Certificate
61	91	109	DL-7	Life Leadership Doctoral Seven Year Certificate
30	22	28	PAL-5	Probationary Leadership Five Year Certificate
37	41	42	PAL-6	Probationary Leadership Six Year Certificate
10	9	3	PAL-7	Probationary Leadership Seven Year Certificate
1,877	2,710	3,419		TOTAL LEADERSHIP CERTIFICATES

Table LXXIII cont'd

Leadership Certificate Outliers

85-86	86-87	87-88		
398	194	71	AS5	Administration & Supervision (Prof)
486	394	290	AS6	Administration & Supervision (Prof)
2			BAS5	Administration & Supervision (Provisional)
126	87	56	DA5	Administrator (LIFE)
46	25	19	DA6	Administrator (LIFE)
39	23	8	DE5	Director of Special Ed
37	23	16	DE6	Director of Special Ed
1	1	1	DG6	Director of Guidance
4	3	2	DP5	Director of Pupil Personnel
3	1	2	DP6	Director of Pupil Personnel
66	37	13	IS5	Instructional Supervisor
27	15	11	IS6	Instructional Supervisor
11	11	7	IS7	Instructional Supervisor
38	15	6	VE5	Director of Vocational Ed
42	25	13	VE6	Director of Vocational Ed
440	360	313	DAS5	Administration & Supervision (LIFE)
584	519	483	DAS6	Administration & Supervision (LIFE)
10	6	5	DDE5	Director Special Ed (LIFE)
20	17	17	DDE6	Director Special Ed (LIFE)
1	1	1	DDG6	Director Guidance (LIFE)
5	4	4	DDL5	Director Libraries (LIFE)
18	16	15	DDL6	Director Libraries (LIFE)
4	4	3	DDP6	Director of Pupil Personnel (LIFE)
64	61	52	DIS5	Instructional Supervisor (LIFE)
46	46	48	DIS6	Instructional Supervisor (LIFE)
9	10	8	DIS7	Instructional Supervisor (LIFE)
25	22	15	DVE5	Director Vocational Ed (LIFE)
21	14	11	DVE6	Director Vocational Ed (LIFE)
2,573	1,934	1,490		TOTAL LEADERSHIP CERTIFICATE OUTLIERS
4,450	4,644	4,909		COMBINED LEADERSHIP CERTIFICATE TOTALS
749	332	461		TOTAL NON-CERTIFIED EMERGENCY - NCER (Occurs across all fields)
** 69,628	69,686	72,226		GRAND TOTALS (all certificates for 1985-86, 1986-87, 1987-88)

** NOTE: The following 21 certification classifications were present on the 1985-86 DE-38 Tape and have been included in the 1985-86 work force totals: ER00 (2); S500 (1); S589 (1); S600 (1); T400 (1); T486 (1); T487 (3); T488 (1); T489 (2); T490 (1); T500 (2); T586 (1); T587 (2); T589 (1); T592 (1).

Table LXXIV

Life Certificates--Teaching

-- Totals --				
85-86	86-87	87-88		
2	2		DT-3	Teacher (LIFE)
6,987	6,320	5,830	DT-4	Life Teachers Associate Professional Four Year Certificate
7,030	6,592	6,199	DT-5	Life Teachers Professional Five Year Certificate
220	281	333	DT-6	Life Teachers Specialist Six Year Certificate
22	30	31	DT-7	Life Teachers Doctoral Seven Year Certificate
259	226	194	DD-7	Doctoral (LIFE)
927	818	752	DTS-6	Teacher (LIFE Specialist)
15,447	14,269	13,339		TOTAL LIFE CERTIFICATES--TEACHING

Table LXXV

Life Certificates--Service

-- Totals --				
85-86	86-87	87-88		
4	10	10	DS-4	Life Service Four Year Certificate
100	132	157	DS-5	Life Service Professional Five Year Certificate
77	94	98	DS-6	Life Service Specialist Six Year Certificate
8	13	18	DS-7	Life Service Doctoral Seven Year Certificate
6	6	6	DMS5	Media Specialist (LIFE)
9	8	8	DMS6	Media Specialist (LIFE)
338	297	265	DSC5	School Counselor (LIFE)
146	128	117	DSC6	School Counselor (LIFE)
4	3	3	DSL5	School Lunch Director (LIFE)
1	1	1	DSL6	School Lunch Director (LIFE)
26	23	22	DSP6	School Psychologist (LIFE)
7	8	6	DPM5	School Psychometrist (LIFE)
2	2	2	DSW6	School Social Worker (LIFE)
43	34	28	DVT5	Visiting Teacher (LIFE)
26	23	23	DVT6	Visiting Teacher (LIFE)
797	782	764		TOTAL LIFE CERTIFICATES--SERVICE

Table LXXVI

Life Certificates--Leadership

-- Totals --				
85-86	86-87	87-88		
59	109	121	DL-5	Life Professional Leadership Five Year Certificate
136	182	197	DL-6	Life Leadership Specialist Six Year Certificate
61	91	109	DL-7	Life Leadership Doctoral Seven Year Certificate
126	87	56	DA-5	Administrator (LIFE)
46	25	19	DA-6	Administrator (LIFE)
440	360	313	DAS-5	Administration & Supervision (LIFE)
584	519	483	DAS-6	Administration & Supervision (LIFE)
10	6	5	DDE5	Director Special Ed (LIFE)
20	17	17	DDE6	Director Special Ed (LIFE)
1	1	1	DDG6	Director Guidance (LIFE)
5	4	4	DDL5	Director Libraries (LIFE)
18	16	15	DDL6	Director Libraries (LIFE)
4	4	3	DDP6	Director of Pupil Personnel (LIFE)
64	61	52	DIS5	Instructional Supervisor (LIFE)
46	46	48	DIS6	Instructional Supervisor (LIFE)
9	10	8	DIS7	Instructional Supervisor (LIFE)
25	22	15	DVE5	Director Vocational Ed (LIFE)
21	14	11	DVE6	Director Vocational Ed (LIFE)
1,675	1,574	1,477		TOTAL LIFE CERTIFICATES--LEADERSHIP

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ABOUT THE COMMISSION

The Professional Standards Commission was created by the Georgia General Assembly in March, 1976, to make recommendations to the State Board of Education regarding standards and procedures for "the preparation, certification, and professional growth of those who teach or perform educational duties in the school systems or schools" of Georgia.

MANDATE

"The Commission may recommend to the State Board of Education standards and procedures for certifying educational personnel as qualified for a certificate to practice in the public schools of Georgia, and to support, facilitate, and recommend functions and programs of preparation for the teaching profession, including the following:

- Standards for preservice preparation;
- Standards for accreditation of teacher education programs;
- Standards for certification through inservice training;
- Objective, independently verifiable standards of measurement and evaluation of teaching competence as the basis for teacher certification;
- Objective examinations as a measure of subject matter knowledge for the purpose of certifying educational personnel; and
- Criteria to be used in the activation of a committee in teacher education institutions for the purpose of screening candidates for both entry and continuation in teacher training on the basis of academic, personal, and emotional fitness for the profession."

"The Commission shall have the authority to hear the public, the teaching profession, and professional groups and associations on any matter of concern under the jurisdiction of the Commission."

"The Commission has the authority to recommend to the State Board of Education panels of educators, including public school classroom teachers, to serve as members of teams visiting institutions and school systems having teacher education programs for purposes associated with the process of approving said programs by the State Board. The Commission shall also have the authority to review any report of such teams and to advise the State Board as to whether or not programs proposed for its approval meet its adopted criteria" (O.C.G.A. Section 20-2-17-10).

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